
Syntax

LING 340/3.0 - Syllabus

Department of Languages, Literatures, and Cultures

Fall 2020

Instructor: Charlotte Reinholtz

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Timetable slot: Monday 8:30-10:00 & Thursday 10:00-11:30

Office hours: Monday 3:30-4:30 & Tuesday 2:00-3:00, or by appointment. Office hours work on a drop-in basis, and will be held via Zoom at this link: <insert>

Remote Course Design

As you know, Fall 2020 courses are offered remotely to keep everyone safe. This course will have a combination of ‘live’ class meetings and ‘online’ materials that you can access at any time on the onQ website.

‘Live’ class meetings (except small group discussions) will be recorded and made available on the onQ website. Lecture slides will also be posted separately so you can access them directly.

All ‘live’ class meetings will be held via Zoom at this link: <insert> ‘Live’ class meetings will take place in our timetabled slot (Monday 8:30-10:00 & Thursday 10:00-11:30), but will usually last 30-50 minutes instead of 1.5 hours. This is to minimize “Zoom fatigue”.

There will be a *weekly overview* with a brief introduction to the week’s topic and a schedule of activities for the week.

The schedule of activities for each week will follow the same basic format:

- *Weekly overview & workshop exercises:* Available Wednesday of the preceding week
- *Reading:* Quick first read before Monday
- *‘Live’ lecture and Q&A session:* Monday
- *Check-in survey:* Due Tuesday
- *Workshop exercises:* Prepare for Thursday
- *‘Live’ workshop and Q&A session:* Thursday

Assignments (posted a week in advance) should be submitted Thursday evening, the week they are due.

Links & Resources: The onQ website also has a *Links & Resources* section which provides supplementary references and links to relevant resources on the web.

Discussion Board: Finally the onQ website has a *Discussion Board*. This is a space where you can talk to each other about anything relating to the course. I will drop in from time to time to respond to any questions.

Course Description

This course provides a foundation in syntax. The aim of the course is to provide familiarity with a range of syntactic phenomena and an understanding of how these inform generative syntactic theory. The course is divided into three parts. *Part 1 Foundations* reviews basic concepts in syntactic theory and looks at early syntactic theory. *Part 2 The Base* focuses on X-Bar Theory, predicate-argument relations, and sentence functions. *Part 3 Movement* deals with movement operations and the syntactic-semantic functions they serve.

Prerequisites: LING 100/6.0 or permission of the Department.

Required Textbook

Carnie, Andrew. 2013. *Syntax: A generative introduction*. Blackwell Publishing.
You need the third edition! Available as paperback or e-book in the Campus Bookstore.

Learning Outcomes

By the end of this course, students should:

- Have demonstrated a good understanding of syntax as a field of study.
- Be able to explain and apply fundamental concepts and tools of analysis in syntax.
- Be able to identify and describe a variety of syntactic phenomena in novel linguistic data sets.
- Be able to critically read and evaluate syntactic analysis and argumentation.

Grading Method

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to [Queen's Official Grade Conversion Scale](#).

Grading Scheme:	Assignments (best 3 out of 4)	65%
	Final Take-Home Exam	30%
	Surveys	3%
	Participation	2% (+ 1% bonus)

Course Requirements

1. Readings

Every week, there will be an assigned reading from the textbook. Do a quick first read before Monday. Bring any questions you have to the 'live' lecture and Q&A session on Monday (or drop in for a visit during [office hours](#)). Then read a second time.

2. 'Live' Class Meetings

Every week, there will be two 'live' class meetings: 1) a 'live' lecture and Q&A session on

the week's topic; 2) a 'live' workshop with small group work on the week's workshop exercises, followed by full class presentation of exercise answers and Q&A session.

3. *Workshop Exercises*

Every week, there will be a set of workshop exercises with questions and/or problems that apply concepts, method, and tools of analysis covered in the assigned reading. The purpose of the exercises is to prepare you to tackle questions and problems in upcoming written work.

You should plan to prepare answers to the workshop exercises before the 'live' workshop on Thursday. Get as far as you can. Then bring your answers to the Workshop meeting.

4. *Assignments*

There will be four written assignments. Submission is electronic and closes Thursday evening, the week they are due (see [Course Calendar](#)). All assignments should be submitted electronically as PDF documents. Handwritten, scanned submissions will not be accepted.

Assignments are individual pieces of work (not group work), and carry 65% of your grade. The lowest assignment grade will be dropped when your overall assignment grade is calculated.

5. *Final Take-home Exam*

There will be a final take-home exam (due Dec 17). This should be submitted electronically as a PDF document. Handwritten, scanned submissions will not be accepted. Like the assignments, the final take-home exam is an individual piece of work (not group work). It carries 30% of your grade.

6. *Check-in Surveys*

Every week, there will be a brief check-in survey of material covered that week. The purpose of the survey is to check for points that need follow-up in upcoming class meetings. The survey will usually ask what you found most/least clear, and what questions you have. There may also be questions about a particular concept or phenomenon covered that week.

Surveys will usually be evaluated for completion only. However, if you give extremely minimal responses, this may be factored into your final Participation grade.

7. *Participation*

Participation refers to your active engagement in the course material and activities, AND your interaction with me and other students in this course. This includes: working on the weekly reading and workshop exercises, meeting with me during office hours, completing the weekly survey, and active engagement and relevant contributions to the discussion board and/or discussions and Q&A sessions in 'live' class meetings.

Participation by itself carries 2% of your grade. In addition, regular, consistent and active participation throughout the course may earn a 1% bonus to your overall course grade.

Course Policies

Late Policy

If you need an extension on an assignment, you should contact me at least one day before the assignment is due. You will need to confirm the extension we agree on.

Important: I cannot accept late assignments after feedback has been provided to the class.

Contacting Me

During [office hours](#), you can reach me via Zoom at the following link: [<insert link>](#). Outside office hours, you can reach me by email.

To balance work and other parts of life during this Fall 2020 remote teaching term, I ask that you keep communications with me to weekday working hours: Monday to Friday between 8:30 a.m. and 5:30 p.m. I usually respond to emails within 24 hours (except late Friday emails).

Email

The use of your official Queen's University email is required for all email exchanges in this course. Begin your subject line with "LING 340". Sign with your full name.

Recordings of 'Live' Class Meetings - Privacy Policy

Please keep in mind that recordings of 'live' class meetings are **not** public and should **not** be shared. Under no circumstances should they be posted online or otherwise shared with anyone not registered in this LING 340 Syntax course (Fall 2020).

Copyright of Course Materials

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Disability Accommodations

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Wellness Services (SWS) and register as early as possible. For more information, including important deadlines, please visit the [Student Wellness Website](#).

The resources of the Queen's Learning Commons and Student Wellness Services are available to all students (whether or not they are registered for Disability Accommodations).

I would also encourage all of you to contact me if there are any circumstances that may affect your participation in the course. This could be personal, related to physical or mental health, or arising from issues in your family or personal life. The sooner you contact me, the earlier we can discuss what adjustments to the coursework may be possible to accommodate your circumstances.

Academic Consideration for Students in Extenuating Circumstances

The Senate Policy on Academic Consideration for Students in Extenuating Circumstances (accessible at the [Student Wellness Services website](#)) was approved in April, 2017. Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and which have a direct and substantial impact on their ability to meet essential academic requirements. Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where they submit a request through the [Queen' Arts & Science Academic Consideration and Accommodation web page](#). Students in other Faculties and Schools should refer to the protocol for their home Faculty.

Academic Integrity

Queen's students, faculty, administrators and staff all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org) and by the quality of courage. These values and qualities are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University.

Students are responsible for familiarizing themselves with and adhering to the regulations concerning academic integrity. General information on academic integrity is available at Integrity@Queen's University, along with Faculty or School specific information. Departures from academic integrity include, but are not limited to, plagiarism, use of unauthorized materials, facilitation, forgery and falsification. Actions which contravene the regulation on academic integrity carry sanctions that can range from a warning, to loss of grades on an assignment, to failure of a course, to requirement to withdraw from the university.

Acknowledgements

This syllabus draws in part on syllabi developed by Bronwyn Bjorkman and Hitay Yüker.

Course Calendar See next two pages.

Course Calendar (Tentative)

Details of the course calendar may need to be adjusted during the term. If so, you will be notified via email and the modified course calendar will be posted on the onQ website.

Part 1 – Foundations

Week 0 - Orientation

‘Live’ orientation & tour of onQ course website Sep 10

Week 1 - Generative Grammar (Chapter 1)

‘Live’ Lecture and Q&A session Sep 14

Check-in Survey Sep 13

‘Live’ Workshop and Q&A session Sep 17

Week 2 - Parts of Speech (Chapter 2)

‘Live’ Lecture and Q&A session Sep 21

Check-in Survey Sep 22

‘Live’ Workshop and Q&A session Sep 24

Week 3 - Early Generative Grammar (Chapter 3)

‘Live’ Lecture and Q&A session Sep 28

Check-in Survey Sep 29

‘Live’ Workshop and Q&A session Oct 01

Assignment 1: Electronic submission Oct 01

Week 4 - Structural Relations & Binding Theory (Chapter 4-5)

‘Live’ Lecture and Q&A session Oct 05

Check-in Survey Oct 06

‘Live’ Workshop and Q&A session Oct 08

Part 2 - The Base

Week 5 - X-bar Theory (Chapter 6)

Thanksgiving - no class Oct 12

Check-in Survey Oct 13

‘Live’ Lecture, Workshop and Q&A session Oct 15

Week 6 - Functional Categories (Chapter 7)

‘Live’ Lecture and Q&A session Oct 19

Check-in Survey Oct 20

‘Live’ Workshop and Q&A session Oct 22

Assignment 2: Electronic submission Oct 22

Fall mid-term Break - no classes Oct 26-30

Part 2 - The Base (continued)

<i>Week 7- Theta Theory (Chapter 8)</i>	
‘Live’ Lecture and Q&A session	Nov 02
Check-in Survey	Nov 03
‘Live’ Workshop and Q&A session	Nov 05
<i>Week 8 - Auxiliaries & Functional Categories (Chapter 9)</i>	
‘Live’ Lecture and Q&A session	Nov 09
Check-in Survey	Nov 10
‘Live’ Workshop and Q&A session	Nov 12
Assignment 3: Electronic submission	Nov 12

Part 3 - Movement

<i>Week 9 - Head Movement (Chapter 10)</i>	
‘Live’ Lecture and Q&A session	Nov 16
Check-in Survey	Nov 17
‘Live’ Workshop and Q&A session	Nov 19
<i>Week 10 - DP Movement (Chapter 11)</i>	
‘Live’ Lecture and Q&A session	Nov 23
Check-in Survey	Nov 24
‘Live’ Workshop and Q&A session	Nov 26
Assignment 4: Electronic submission	Nov 26
<i>Week 11 - Wh-Movement (Chapter 12)</i>	
‘Live’ Lecture and Q&A session	Nov 30
Check-in Survey	Dec 01
‘Live’ Workshop and Q&A session	Dec 03
<i>Week 12 - Review & Practice</i>	
‘Live’ Workshop and Q&A session	Dec 07
Final Take-Home Exam: Electronic submission	Dec 17

Please feel free to contact me via email if you have any questions about the course calendar.

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