



**Department of Linguistics
Fall 2010**

TLS690: DIRECTED READING IN TECHNOLOGY LANGUAGE AND SOCIETY

Dr. Dimitrios Ntelitheos

Section:	01 (CRN: 26217)
Time:	Sunday/Tuesday 11:00pm – 12:15pm
Venue:	Linguistics Faculty Office, Bld. 66 ,Room 11
Date Range:	Sep 19, 2010 - Dec 31, 2010
Office hours:	Monday/Wednesday 12:30 – 14:00pm (Also available by appointment)
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Language of instruction:	English
Prerequisites:	LNG241, LNG341, LNG342

1. COURSE DESCRIPTION

This course engages students in independent study and research on a topic of choice, approved by the student's advisor and directed by a faculty member. The theme of the course can vary depending on the students' general area of specialization. The students read the assigned material and meet weekly with the course instructor to discuss and expand on these readings. The course is complemented by guided research on a chosen topic related to the course theme, leading to a term paper. May be repeated for credit.

COURSE SECTION DESCRIPTION

This section of TLS690 offers a general introduction to modern syntactic theory. The weekly discussions focus on empirical syntactic phenomena that cover various structures and structural configurations, as well as constraints on the derivation of these structures. In addition, the discussions aim to construct a theory of syntax that accounts for these empirical phenomena and explain how and why they arise and what their psychological reality is. The main theoretical construct adopted in the course is based on the modern transformational generative approach as expressed in the Principles and Parameters Theory and the Minimalist research program.

2. TEACHING METHODS

The course is an independent study of current research material. The student(s) meet with the professor twice a week and discuss assigned readings. The meetings are student-centered in that the students initiate the discussion with a number of questions based on the assigned readings or assigned tasks. Students may also seek additional material that may help them understand the assigned readings or complete the weekly assignments.

3. COURSE OBJECTIVES AND COURSE OUTCOMES

Objectives <i>What the teacher will do</i>	Outcomes <i>How the student will benefit</i>
Introduce current, cutting-edge approaches in syntactic theory and research	Students will become familiar with the guiding principles of the Principles and Parameters framework and the Minimalist research program and related approaches
Provide students with the opportunity to read, present, discuss and comment on original pieces of research	Students will be able to contrast accounts within different approaches
Allow students to apply this knowledge to new data, drawn from languages that have not been studied extensively	Students will gain experience in reading, interpreting and discussing original pieces of research in current syntactic theorizing
Guide students in <ul style="list-style-type: none"> • forming a research question, • finding the appropriate data to address this question empirically, • research the literature associated with this specific question, and • produce a piece of original research in the form of a term paper 	Students will evaluate and offer criticisms of theories and accounts Students will conduct, independent research

4. STUDENTS RESPONSIBILITIES

1. Students must attend the discussions regularly.
2. Students must do the readings before they come to the discussion (ways to test this may be used)
3. Students are expected to actively participate and sometimes guide the discussions (this would count in the evaluation).
4. Students are expected to complete the assignments and term paper and submit them in a timely fashion

5. GRADING SCHEME

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|-----------------------------|-----|--|
| 1. 6 Assignments | 30% | |
| 2. 2 Take-Home Quizzes | 20% | |
| 3. Term paper | 40% | <i>Type and topic to be discussed with instructor.</i> |
| 4. Discussion participation | 10% | |

6. TENTATIVE COURSE OUTLINE

Week 1	General Introduction to Syntactic Argumentation, Building Blocks – Words and Morphemes - Syntactic Categories, Constituency Readings: Haegeman (2006: Ch. 1); Carnie (2008: Ch. 3)
Week 2	Phrase Structure and Structure Building-Operations, External and Internal Merge, Features Readings: Fukui (2001)
Week 3	Theta Theory and UTAH; Locality of Selection, VP-internal Subjects Readings: Baker (1997)
Week 4	Head Movement; V-to-T, T-to-C; V2 Effects; Head Movement Constraint; Incorporation Readings: Roberts (To Appear); Gerdts (1998)
Week 5	A-Movement 1: Case Theory; Passives; Unaccusatives Readings: Baltin (2001); Alexiadou et al (2004)
Week 6	A-Movement 2: Raising; ECM Subject to Object Raising; Raising and Control; Movement Theory of Control Readings: Davis and Dubinsky (2004: Ch. 1); Hornstein (1999)
Week 7	Double Objects; Dative Alternation; Object Scrambling and Object Shift Readings: Larson (1988); Thráinsson (2001)
Week 8	Adverbs and Phrase Structure Readings: Cinque (2004)
Week 9	Negation and Phrase Structure Readings: Zanuttini (2001)
Week 10	A'-Movement 1; Wh-movement, Movement Constraints, Reconstruction Radford (2004: Ch. 6); Szabolcsi & den Dikken (2002)
Week 11	A'-Movement 2: Relative Clauses Bianchi (2002: Parts 1 and 2)
Week 12	Cartography Readings: Rizzi (1997); Cinque and Rizzi (2008)
Week 13	Linearity, Economy, Phases Readings: Hornstein et al (2004: Ch. 7, Ch. 10)

References

- Alexiadou, Artemis, Elena Anagnostopoulou and Martin Everaert . 2004. Introduction. In A. Alexiadou, E. Anagnostopoulou & M. Everaert (ed.). 2004. *The Unaccusativity Puzzle: Explorations of the Syntax-Lexicon Interface*. Oxford University Press, Oxford, 1-21.
- Baker, Mark. 1997. Thematic Roles and Syntactic Structure. In L. Haegeman (ed.) *Elements of Grammar*. Kluwer, Dordrecht, 73-137.
- Baker, Mark, Kyle Johnson, and Ian Roberts. 1989. Passive Arguments Raised. *Linguistic Inquiry* 20: 219–251.
- Baltin, Mark. 2001. A-movements. In Baltin, M., and C. Collins (eds.), *The handbook of contemporary syntactic theory*. Oxford: Blackwell, 226–254.
- Bianchi, Valentina. 2002. Headed relative clauses in generative syntax. *Glott International* 6, 7: 197–204, and 6, 8: 1-13.
- Carnie, Andrew. 2008. *Constituent Structure*. Oxford University Press.
- Cinque, Guglielmo. 2004. Issues in Adverbial Syntax. *Lingua* 114: 683–710.
- Cinque, Guglielmo and Luigi Rizzi. 2008. The Cartography of Syntactic Structures. *Studies in Linguistics* 2.
- Davis, William and Stanley Dubinsky. 2004. *The Grammar of Raising and Control: A Course in Syntactic Argumentation*. Oxford: Blackwell.
- Fukui, N. 2001. Phrase Structure. In Baltin, M., and C. Collins (eds.), *The handbook of contemporary syntactic theory*. Oxford: Blackwell, 374-406.
- Gerdts, Donna B. 1998. Incorporation. In A. Spencer and A. Zwicky (eds). *The Handbook of Morphology*. Oxford: Basil Blackwell. 84–100.
- Haegeman, Liliane. 2006. *Thinking Syntactically*. Wiley-Blackwell.
- Hornstein, Norbert. 1999. Movement and Control. *Linguistic Inquiry*, 30: 69–96.
- Hornstein, N., J. Nunes & K.K. Grohmann. 2006. *Understanding minimalism*. Cambridge: Cambridge University Press.
- Kayne, R. (1994). *The Antisymmetry of Syntax*. Cambridge MA: MIT Press.
- Larson, Richard. 1988. On the double object construction. *Linguistic Inquiry* 19:335–392.
- Radford, Andrew. 2004. *Minimalist Syntax: Exploring the structure of English*, Cambridge: Cambridge University Press.
- Rizzi, L. 1997. The Fine Structure of the Left Periphery. In L. Haegeman (ed.) *Elements of Grammar*, Kluwer, Dordrecht, 281-337.
- Roberts, Ian. To Appear. Head Movement and the Minimalist Program. In C Boeckx (ed) *The Oxford Handbook of Minimalism*. Oxford: Oxford University Press.
- Szabolcsi, Anna and Marcel den Dikken. 2002. Islands. In Lisa Cheng and Rint Sybesma, eds., *The Second GLOT State-of-the-Article Book*, Mouton de Gruyter.
- Thráinsson, Höskuldur. 2001. Object shift and scrambling. In Baltin, M., and C. Collins (eds.), *The handbook of contemporary syntactic theory*. Oxford: Blackwell, 148-202.
- Zanuttini, R. 2001. Sentential Negation. In Baltin, M. and C. Collins (eds.) *The Handbook of Contemporary Syntactic Theory*, Blackwell. 511–535.

7. ASSIGNMENT SCHEDULE

Week

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|---|---------------|
| 2 | Problem Set 1 |
| 4 | Problem Set 2 |

5	Take home Quiz 1
6	Problem Set 3
8	Problem Set 4, Term Paper Proposal
10	Problem Set 5
12	Take Home Quiz 2
14	Problem Set 6

8. ADDITIONAL RESOURCES

Websites

LingBuzz, an article archive and a community space for Generative Linguistics with numerous papers in current syntactic theory - <http://ling.auf.net/lingBuzz>

Semantics Archive: <http://semanticsarchive.net/>

A collection of papers in semantics / pragmatics, but some are relevant for syntax.

Books

Some reference books that deal with current approaches to syntactic phenomena are:

Baltin, M. and C. Collins (eds) 2001. *The Handbook of Contemporary Syntax*. Oxford: Blackwell.

Everaert, Martin and Henk C. van Riemsdijk. 2006. *The Blackwell Companion to Syntax*. Wiley-Blackwell.

Roberts, Ian. 1997. *Comparative Syntax*. London: Edward Arnold.

Cinque, Guglielmo and Richard S. Kayne (eds). 2005. *The Oxford Handbook of Comparative Syntax*. Oxford: Oxford University Press.

Course description: M408C is our standard first-year calculus course. It is directed at students in the natural and social sciences and at engineering students. The emphasis in this course is on problem-solving, not on the presentation of theoretical considerations. Some sections are offered on a pass/fail basis only; these are identified in the Course Schedule. Course description: Supervised study in mathematics, with hours to be arranged. Upper Division Courses. Detailed course outlines should include an overall course description, detailed list of topics covered, list of textbooks used, grading practices, number of weeks in attendance (excluding examination period), and number of lecture, tutorial, and laboratory hours. This is an example of a detailed course outline. How do I submit course outlines from my former institution? upload on MyFile in the Supporting Documents section. Why do I need to send you institutionally prepared course outlines? Course section description changes. Course materials (textbooks, electronic readers, etc.) Workday requests help ensure that such course section changes are input accurately and in a timely manner. Follow the steps below to get started. 1. Access the Workday Teaching Dashboard. d. Under the Course Section column, click on the desired course section link. e. Review course section information from this screen. You can view the current course section title and description information from the Course tab. Course Description. HSE International Preparatory Programmes in Russian provide intensive training for international students and brings students to CEFR level B1/TRKI level 1 of language proficiency that enables them to enter a full-degree programme at HSE or other Russian universities. The programmes start with an intensive compulsory course of Russian as a Foreign Language. Contents of the course: numerical functions, equations and inequalities; elements of analytical geometry and differential calculus. History.