Linguistics 121 (Syntax)   Winter, 2013

Syntax
Syllabus

Monday, Wednesday, Friday 10:00-10:50
Pepper Canyon Hall 122

John Moore   TAs:
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Office hours: Mondays and Tuesdays 12-1   Gary Patterson (gpatterson@ucsd.edu)
(and by appointment)   Office hour: Tuesdays 10-10:50 (AP&M 2442)
                                                    Section: Tuesdays 11-11:50 (AP&M 4301)

This course is an introduction to Syntax and will, therefore, introduce the study of syntactic theory, using English data.   We will develop a grammar of English syntax using a theoretical framework similar to the Transformational-Generative Grammar of the 1960s-1980s.   The course will introduce much of the syntactic phenomena that have been the concern of theoretical syntax from the 1960s to the present.   An additional, very important goal of the course is to develop skills in *argumentation* (scientific method) and *expository writing*.   Therefore, there will be an emphasis on written work - both content and style.

The coursework will consist of about seven weekly homework assignments, a take-home midterm, and a take-home final.   Please see the grading policy (below), but note it is *very important to do all the homework* in a timely fashion. There is no textbook; we will develop a class grammar through homeworks and class discussion, so *regular attendance is crucial*.   Classroom participation also will be instrumental in understanding and contributing to the class grammar.   This course doesn't involve much memorization, but does require careful thinking and clear writing.

In addition to written work, I will give non-written study assignments.   These will require that you give 15-30 minutes thought to a question and be prepared to discuss it - *please don't blow these assignments off* - it will be obvious if you do.   I may call on people at random, and if it is clear that little or no thought has been put into these questions, I may give an extra written assignment.. Occasionally I will give detailed course notes that summarize the main points of the course; be sure to read these carefully and ask questions about them.

The following is a rough outline of the topics that may be covered:

- Goals of syntax   - The role of the lexicon
- Grammaticality judgments   - Motivation for transformations
- Phrase Structure Rules   - Passive, Raising, and Equi; Reflexives; Extraposition

Grading Policy

There will be about seven homework assignments and two take-home exams.   The course grade will be determined as follows:

(1) Both exams must be taken to pass the course.
(2) The two exams will be averaged.   This average will be adjusted based on the homework scores.
(3) In cases where the final grade is close to a higher grade, classroom participation may push it up.

Homework

It is very important to do all the homework in a professional manner.   Each assignment should be written up as a short paper; that is, it will almost always be necessary to write prose.   Be sure to use complete sentences, and illustrate your points with examples.   Also, include all data cited in your write-up - that is, the reader should never have to refer to the homework sheet. Do your best to explain your analyses as clearly as possible.

I encourage you to work in groups.   However, it is essential that the results are written up independently. ***Papers that are not done independently are very obvious, and, according to Departmental and University policy, will be reported to the Dean.***   If you write sufficient prose, the difference between papers of those who work together should be substantial.   You must also list the names of the people you work with on each assignment.

Homeworks will be graded with **+, ✔ +, ✔ , ✔ -,** and **-** :

+	Nearly perfect analysis, good, professional presentation.	Add 2% to final score
✔ +	Good analysis and good presentation; perhaps a few errors, and/or minor problems in presentation.	Add 1% to final score
✔	Good effort; perhaps some more severe problems with the analysis, and/or more severe problems in presentation.	No effect on final score
✔ -	Marginal; incorrect analysis and/or minimal presentation.	Subtract 1%
-	Minimal effort or incomplete (or not handed in)	Subtract 2%

Late homework will be accepted up to a week after the due date, but will not receive a grade higher than **✔ -**.

As can be seen, the homework can have a significant effect on the final grade.   For example, if someone receives 7 +s, the final score would be increased by 14% (up to 100%).   Thus, even a 76% (C) average on the exams would result in a course grade of **A-**.   Conversely, someone who did no homework would not receive better than a **B** for the course, even if their exams averaged 100%.   In practice, of course, those who do the homework consistently tend to do better on the exams.

Class Participation

This is very important for this course.   It is difficult to quantize in terms of a grade, but I will take it into account when grades fall in a grey area.   Hence, both for the sake of the overall course and for your final grade, you are encouraged to participate actively.

Even if you don't understand everything, jump in and ask questions - everyone will benefit!