



***In-class presentation of articles (2 x 10%) – 20%:*** For two readings of their choosing (1<sup>st</sup> come, 1<sup>st</sup> served), each student will prepare PowerPoints and presentations of said articles. The presentation of each article should be about 15-20 minutes long.

***Term paper – 40%:*** Students will write a term paper as a final project. An abstract that will account for 10% of your course grade will undergo at least one revision. Students should get their topics approved in advance of that time. During exam week, each student will present their paper to the class. The presentation is 10% of the class grade. Papers should be 6000-8000 words.

#### **GRADING SCALE**

A	=	92.0 – 100.0	excellent, extraordinary, exceptional, exemplary
B+	=	88.0 – 91.9	very good, praiseworthy, commendable, admirable
B	=	82.0 – 87.9	good, acceptable, adequate, passable, ok
C+	=	78.0 – 81.9	not graduate level
C	=	72.0 – 77.9	unsatisfactory
D+	=	68.0-71.9	
D	=	62.0-67.9	
F	=	< 62	

**Grading of assignments** — Grading criteria vary according to the assignment, though you should always aim for originality, relevance (use proper citation methods), style, grammar, and well-crafted presentation of arguments and counter arguments. It is your responsibility, whether you are present or not, to be aware of due dates and times for assignments. Late assignments (when accepted) will be lowered one letter grade (10%) for each day late (including weekend days).

## Syllabus

Week	Dates	Topics and Readings	Important Dates
1	1/9	<b>Orientation</b>	
		<b>Foundational Issues</b>	
	1/11	<i>The origins of generative grammar</i> Murray, Stephen. 1980. Harlow, Stephen. 1995.	
2	1/16	<i>Data paradigms</i> Davies & Dubinsky. 2004. Ch. 1.	
	1/18	<i>Transformational Grammar</i> Davies & Dubinsky. 2004. Ch. 2.	
3	1/23	<i>GB Theory</i> Davies & Dubinsky. 2004. Ch. 8.	
	1/25	<i>Minimalism</i> Davies & Dubinsky. 2004. Ch. 11.	Friday 1/26: <b>Article review 1 due</b>
4	1/30	<i>Logical Form</i> Huang, C.-T. James. 1995. McCloskey, James. 2000.	
	2/1	<i>Theta Theory &amp; Thematic Proto-roles</i> Williams, Edwin. 1995.	Friday 2/2: <b>Data summary due</b>
5	2/6	<i>Theta Theory &amp; Thematic Proto-roles</i> Dowty, David. 1991.	
		<b>Phrase Structure</b>	
	2/8	Johnson, Kyle. 2007. Ch. 2.	Friday 2/9: <b>Article review 2 due</b>
6	2/13	Kornai & Pullum. 1990 Barker & Pullum. 1989.	
		<b>The Structure of VP</b>	
	2/15	Baker, Mark. 2001. Kratzer, Angelika. 1996.	Friday 2/16: <b>Preliminary bibliography due</b>
7	2/20	Larson, Richard. 1988.	
	2/22	Jackendoff, Ray. 1990. Larson, Richard. 1990.	Friday 2/23: <b>Abstract due (1st draft)</b>

<b>Grammatical functions</b>			
8	2/27	Keenan & Comrie. 1977.	
	2/29	Perlmutter & Postal. 1983.	
9	3/5	No class	<b>Spring Break</b>
	3/7	No class	<b>Spring Break</b>
<b>Infinitives and interclausal movement</b>			
10	3/12	Johnson, Kyle. 2007. Ch. 3. Stowell, Tim. 1982. Stowell, Tim. 2007.	
	3/14	Sportiche, Dominique. 1988.	Friday 3/15: <b>Abstract due (2nd draft)</b>
11	3/19	Davies & Dubinsky. 2004. Ch. 9 + Cole & Hermon excerpt	
	3/21	Postal & Pullum. 1988.	
<b>Clausal architecture above VP</b>			
12	3/26	Johnson, Kyle. 2007. Ch. 4.	
	3/28	Pollack, Jean-Yves. 1989.	Friday 3/29: <b>Presentation PowerPoint due (draft)</b>
13	4/2	McCloskey, James. 2001.	
	4/4	Davies & Dubinsky. 2001. Ch. 1. Davies & Dubinsky. 2001. Ch. 10.	
<b>Neo-Raising to Obj / Control as Mvt</b>			
14	4/9	Davies & Dubinsky. 2004. Ch. 12 + Lasnik & Saito excerpt Zidani-Eroglu, Leyla. 1997.	
	4/11	Hornstein, Norbert. 1999. Landau, Idan. 2003.	
<b>The Structure of DPs</b>			
15	4/16	Davies & Dubinsky 2003. Johnson, Kyle. 2007. Ch. 5.	<b>Final project presentations</b>
	4/18	Alexiadou, Haegeman, & Stavrou. 2007. Part 1. Alexiadou, Haegeman, & Stavrou. 2007. Part 2.	<b>Final project presentations</b>
	4/25	Thursday, 4:00-6:30 p.m.	<b>Final project presentations</b>
	5/1		<b>Final paper-project due</b>

## **Bibliography**

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- Barker, Chris, and Geoffrey K. Pullum. 1989. A theory of command relations. Ms. University of California, Santa Cruz.
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- Davies, William D., and Stanley Dubinsky. 2004. *The grammar of raising and control: a course in syntactic argumentation*. Oxford: Blackwell.
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- Huang, C.-T. James. 1995. Logical form. In Gert Webelhuth (ed.), *Government and Binding Theory and the Minimalist Program*, 125-175. Cambridge, MA: Blackwell Publishers.
- Jackendoff, Ray. 1990. On Larson's treatment of the double object construction. *Linguistic Inquiry 21*: 427-456.
- Johnson, Kyle. 2007. *Introduction to transformational grammar*. Ms., University of Massachusetts.
- Keenan, Edward L., and Bernard Comrie. 1977. Noun phrase accessibility and universal grammar. *Linguistic Inquiry 8*: 63-99.
- Kornai, András, and Geoffrey K. Pullum. 1990. The X-bar theory of phrase structure. *Language 66*: 24-50.
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- Larson, Richard K. 1988. On the double object construction. *Linguistic Inquiry 19*: 335-391.
- Larson, Richard K. 1990. Double objects revisited: Reply to Jackendoff. *Linguistic Inquiry 21*: 589-632.
- McCloskey, James. 2000. Quantifier float and Wh-movement in an Irish English. *Linguistic Inquiry 31*(1): 57-84. (Read through Section 5)
- McCloskey, James. 2001. The distribution of subject properties in Irish. In William D. Davies and Stanley Dubinsky (eds.), *Objects and other subjects: Grammatical functions, functional categories, and configurationality*, 157-192. Dordrecht: Kluwer Academic Publishers.
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- Zidani-Eroğlu, Leyla. 1997. Exceptionally case-marked NPs as matrix objects. *Linguistic Inquiry* 28: 219-230.

## POLICIES

**Attendance and punctuality — Attendance is a requirement.** You are responsible for the content of every lecture and for knowing about assignments. If you should need to miss a class, be certain to check with me (the instructor) to ascertain what you will be missing. If you should miss a class or arrive late, be sure to find out what you missed. It is very important that you come to class **on time**. Failure to do so is disruptive and impacts negatively on the rest of the class. **Unexcused absences will incur a 2% grade penalty. Arriving late, unexcused, to class two times will incur a 2% grade penalty.**

**Excused absences** — Being absent from a class is sometimes unavoidable. In such cases, an opportunity to attend virtually will be offered, and if virtual attendance is also impossible, arrangements can be made to have the class recorded. In each case (except circumstances in which you have been required to miss class by Student Health Services), a student missing an in-person class will be required to submit (within 2 days of the missed in-person class) a 500-word (minimum) summation of the topics covered and the in-class discussion.

**Grading of homework assignments** — Late assignments (when accepted) will be lowered one letter grade (10%) for each day late (including weekend days).

**Electronic devices — This class is a device-free class.** Laptops and cellphones are not to be used during class time. They are a distraction to the instructor and to other students. Anyone using laptops, electronic notebooks, notepads, or cell phones will be asked to refrain from using them. Cell phones should be put into “Airplane Mode” at the start of each lecture and remain so until the end of the lecture. Failure to do so will result in a grade penalty. After a first warning, a 1% grade penalty will be levied each time an electronic device is used in class (e.g., 5 occurrences will lower your final course grade by one-half a letter grade).

**No make-up exams** will be given.

**No incompletes** for the course will be given.

**Academic Honesty and Collaboration** — You are expected to do your own work and acknowledge use of anyone else’s work or ideas. Academic dishonesty includes: (a) copying another student’s work or letting another student copy your work and (b) copying passages or ideas directly from another source and passing them off as your own; that is, without properly referencing them. Honor Code violations will be reported to the Office of Academic Integrity. (<http://www.sc.edu/academicintegrity/honorcode.html>)

**Disability Statement and Support Resources** — These services provide assistance with accessibility and other issues to help those with disabilities to be more successful. Additionally, students with disabilities should review the information on the Disabilities Services website and communicate with the professor during the first week of class. should contact the **Student Disability Resource Center** at:

1523 Greene Street, LeConte Room 112A  
803.777.6142

[sads@mailbox.sc.edu](mailto:sads@mailbox.sc.edu)

[https://sc.edu/about/offices\\_and\\_divisions/student\\_disability\\_resource\\_center/index.php](https://sc.edu/about/offices_and_divisions/student_disability_resource_center/index.php)

**Other academic support resources:**

**Library Services** ([http://www.sc.edu/study/libraries\\_and\\_collections](http://www.sc.edu/study/libraries_and_collections))

**Writing Center** (<http://www.cas.sc.edu/write>)

**Carolina Tech Zone** (<http://www.sc.edu/technology/techstudents.html>)