

LT3209: SYNTAX

Effective Term

Semester B 2022/23

Part I Course Overview

Course Title

Syntax

Subject Code

LT - Linguistics and Translation

Course Number

3209

Academic Unit

Linguistics and Translation (LT)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

LT2201 Introduction to Linguistics, or LT2229 Fundamentals of Linguistics or LT2290 Introduction to Language Studies

Precursors

Nil

Equivalent Courses

CTL3209 Syntax

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims at enabling students to apply modern syntax frameworks to the analysis of language data and discover and formulate hypotheses that are observationally, descriptively and explanatorily adequate. Students will be able to evaluate different analyses for particular facts by providing syntactic argumentation and verifying their empirical predictions.

Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Identify syntactic properties of lexical items in their role as the building blocks of phrases and clauses.	x	x	x
2	Analyze the basic structure of phrases and clauses and discover and formulate hypotheses that are observationally, descriptively and explanatorily adequate.	x	x	x
3	Determine whether particular examples observe general principles of grammar.	x	x	x
4	Argue for or against a particular analysis.	x	x	x

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)	
1	Lecture	Theoretical foundations of all learning outcomes are laid in the lecture. Basic concepts are taught. Concepts introduced in class are further elaborated with more examples. Solutions to exercises are discussed and mistakes are explained.	1, 2, 3, 4	3 hours
2	Individual Reading	Students will read lecture and tutorial notes and additional literature proposed by the instructor.	1, 2, 3, 4	

3	Exercises	Students practice applying concepts introduced in the lectures to the analysis of new data.	1, 2, 3, 4	
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Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Assignments Students have two weeks to turn in the assignments on analysis of new data.	1, 2, 3, 4	30	
2	Midterm quiz Students demonstrate their understanding of the material discussed in the first half of the semester and apply their analytic skills in addressing issues and solving problems with new data.	1, 2, 3, 4	30	

Continuous Assessment (%)

60

Examination (%)

40

Examination Duration (Hours)

2

Assessment Rubrics (AR)**Assessment Task**

1. Written assignments

Criterion

Demonstration of understanding of the nature of the problems and ability to solve novel syntax problems.

Excellent (A+, A, A-)

Demonstration of excellent understanding of the nature of the problems and ability to apply solutions for old problems to new ones.

Good (B+, B, B-)

Demonstration of good understanding of the nature of the problems and ability to apply solutions for old problems to new ones.

Fair (C+, C, C-)

Demonstration of fair understanding of the nature of the problems and ability to apply solutions for old problems to new ones.

Marginal (D)

Demonstration of basic understanding of the nature of the problems and ability to apply solutions for old problems to new ones.

Failure (F)

Little to no demonstration of understanding of the nature of the problems and ability to apply solutions for old problems to new ones.

Assessment Task

2. Mid-term quiz

Criterion

Demonstration of understanding of the key concepts in syntax introduced in the first half of the course and ability to solve novel syntax problems.

Excellent (A+, A, A-)

Demonstration of excellent understanding of the key concepts in syntax introduced in class and ability to solve novel syntax problems

Good (B+, B, B-)

Demonstration of good understanding of the key concepts in syntax introduced in class and ability to solve novel syntax problems

Fair (C+, C, C-)

Demonstration of fair understanding of the key concepts in syntax introduced in class and ability to solve novel syntax problems

Marginal (D)

Demonstration of basic understanding of the key concepts in syntax introduced in class and ability to solve novel syntax problems

Failure (F)

Little to no demonstration of understanding of the key concepts in syntax introduced in class and ability to solve novel syntax problems

Assessment Task

3. Final exam

Criterion

Demonstration of understanding of the key concepts in syntax introduced in the entire class and ability to solve novel syntax problems

Excellent (A+, A, A-)

Demonstration of excellent understanding of the key concepts in syntax introduced in the entire class and ability to solve novel syntax problems.

Good (B+, B, B-)

Demonstration of good understanding of the key concepts in syntax introduced in the entire class and ability to solve novel syntax problems.

Fair (C+, C, C-)

Demonstration of fair understanding of the key concepts in syntax introduced in the entire class and ability to solve novel syntax problems.

Marginal (D)

Demonstration of basic understanding of the key concepts in syntax introduced in the entire class and ability to solve novel syntax problems.

Failure (F)

Little to no demonstration of understanding of the key concepts in syntax introduced in the entire class and ability to solve novel syntax problems.

Part III Other Information

Keyword Syllabus

Syntactic categories and their distributions: lexical categories, nouns, verbs, adjectives, prepositions, functional categories, determiners, case-markers, complementizers, inflectional morphology, morphological case, abstract Case, Case theory, the Case filter, agreement projection, theta-theory.

Phrase structure, structural, thematic and grammatical relations: X-bar theory, the projection principle, Merge, c-command, theta-roles, arguments, adjuncts, subject, object, indirect object, oblique, the extended projection principle, exceptional case marking.

Syntactic relations: anaphor and variable binding, negative polarity item licensing, A-movement, A-bar movement, antecedent-trace, chains, raising, control.

Levels of representation and their properties: D-structure, S-structure, Logical Form, Phonetic Form, abstract movement, quantifier raising, in-situ wh-phrases, multiple spell-out.

Constraints on movement and representations: syntactic islands, subjacency, the empty category principle, phase theory.

Reading List**Compulsory Readings**

	Title
1	Carnie, Andrew. (2007). <i>Syntax: A generative introduction</i> (2nd edition). Malden: Blackwell.
2	Lecture notes and in-class exercises.

Additional Readings

	Title
1	Radford, Andrew (2009). <i>An introduction to English sentence structure</i> . Cambridge: Cambridge University Press.
2	Everaert, Martin and Henk van Riemsdijk. (2006) (eds). <i>The Blackwell companion to syntax</i> . Volume 1-5. Oxford: Blackwell Publishing.
3	Tallerman, Maggie (2015). <i>Understanding syntax</i> . London/New York: Routledge.
4	Adger, David. 2003. <i>Core syntax: A minimalist approach</i> . Oxford: Oxford University Press.