TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

SCHOOL OF LINGUISTICS AND APPLLIED LANGUAGE STUDIES

Course Outline

LALS 561, Syntactic Analysis, Trimester 2, 2010

Trimester dates
Teaching dates: 12 July 2010 to 15 October 2010
Mid-trimester break: 23 August to 5 September 2010

Withdrawal dates
Information on withdrawals and refunds may be found at
http://www.victoria.ac.nz/home/admisenrol/payments/withdrawlsrefunds.aspx

1. Course Coordinator:
> **Elizabeth Pearce**
> VZ 303
> Phone: 463 5616
> Email: elizabeth.pearce@vuw.ac.nz
> http://www.vuw.ac.nz/lals

> Post: School of Linguistics and Applied Language Studies
> Victoria University of Wellington
> PO Box 600
> Wellington 6140
> NEW ZEALAND
> Office hours: TBA

2. Staff: as above

3. Class times and rooms:
Ten two-hour lecture/seminars on **Fridays 1:10-3:00 in Murphy 401**, starting on **16 July**.

4. Communication of additional information:
Additional information or information on changes will be conveyed to students in class and on Blackboard. Noticeboards are in the corridor of VZ Level 3.

5. LALS office:
> Email: lals@vuw.ac.nz
> Room 210, 2nd floor, von Zedlitz (VZ) Building, Kelburn Parade
> 8:00am – 3:30pm Mon – Thu, 8:30am – 4:00pm Fri

6. Course Administrator:
> Rachel Scholes, Postgraduate administration Tel: 463 5600, Fax: 463 5604
> rachel.scholes@vuw.ac.nz
> School webpage: http://www.victoria.ac.nz/lals/

7. Course Content:
The week by week schedule of topics that will be covered is as follows:

1. Introduction to X-bar theory
2. Complements and Adjuncts
3. Functional categories
4. Head-movement
5. Phrasal movement: *wh*-movement
6. Phrasal movement: Argument raising
7. Binding and reference
8. Expanded domains
9. The Antisymmetry approach
10. Minimalist directions

8. Learning Objectives:
At the end of this course, students should have developed

- an understanding of the basic concepts of X-bar theory and how the theory is applied to the analysis of sentence data from English and other languages
- an understanding of how particular kinds of semantic relations can be represented in syntactic tree structures
- the ability to form conclusions based on the analysis of sentence data from the perspective of a theoretical model
- the ability to present in appropriate written form conclusions based on the analysis of sentence data
- the ability to understand and evaluate literature in syntax developing out of X-bar theory.

9. Expected workload:
In order to make satisfactory progress in this course you should expect to devote, on average, 11 hours a week to it over the 12 weeks of the trimester and the mid-trimester break. This includes attendance at classes, preparation for classes, background reading and preparation for assignments, and writing of assignments. Some students will find they need to do more than this, and students aiming for high grades will almost certainly need to do more.

10. Group work: Not applicable.

11. Readings:
There is no textbook for this course, but the following are highly recommended:

Carnie, Andrew. 2007. *Syntax: A Generative Introduction*. Second Edition. Oxford: Blackwell. [or First Edition (2002)].
Cowper, Elizabeth A. 1992. *A Concise Introduction to Syntactic Theory*. Chicago & London: University of Chicago Press.
Culicover, Peter. 1997. *Principles and Parameters: An Introduction to Syntactic Theory*. Oxford University Press, Oxford.
Haegeman, Liliane. 1994. *Introduction to Government and Binding Theory*. 2nd Edition. Oxford: Blackwell. [or First Edition (1991)]
Hornstein, Norbert, Jairo Nunes and Kleanthes K Grohmann. 2005. *Understanding Minimalism*. Cambridge: Cambridge University Press.
Ouhalla, Jamal. 1999. *Introducing Transformational Grammar: From Principles and Parameters to Minimalism*. 2nd Edition. London: Arnold.
Radford, Andrew. 1997a. *Syntactic Theory and the Structure of English: A Minimalist Approach*, Cambridge University Press, Cambridge.
Radford, Andrew. 1997b. *Syntax: A Minimalist Introduction*, Cambridge University Press, Cambridge.

Radford, Andrew. 2004. *Minimalist Syntax: Exploring the Structure of English*. Cambridge: Cambridge University Press.
Roberts, Ian. 1997. *Comparative Syntax*, London: Arnold.
Webelhuth, Gert, ed.. 1995. *Government and Binding Theory and the Minimalist Program*, Blackwell, Oxford and Cambridge, Mass.

Students will also be directed in classes to relevant reading material on particular topics.

For the first two weeks of trimester all undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer, while postgraduate textbooks and student notes will be available from the top floor of vicbooks in the Student Union Building, Kelburn Campus. After week two all undergraduate textbooks will be sold from vicbooks and student notes from the Student Notes Distribution Centre on the ground floor of the Student Union Building.

Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from nominated collection points at each campus. Customers will be contacted when they are available.
Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

12. Materials and equipment: Not applicable.

13. Assessment requirements
The required pieces of work for the course is set out below.

	Assignment	Date due	Percentage of total marks
	Assignment 1 (max 8 x A4 pages)	13 August	20%
	Assignment 2 (max 8 x A4 pages)	13 September	20%
	Assignment 3 (max 16 x A4 pages)	15 October	60%

The assessment is designed to assess how well you are progressively achieving the course objectives. Assignments 1 and 2 are designed especially to give you experience in the application of theoretical concepts to the analysis of data sourced from languages other than English. Assignment 3 provides you with the opportunity to develop a more sustained analysis of data pertaining to a particular topic in the syntax of a particular language and including relevant discussion of literature on the topic. Marking criteria in relation to these learning objectives will be distributed with the assignment tasks.

Submitting assignments and tasks
A copy of the cover sheet will be provided in class
General guidelines
When preparing typed or word-processed documents:
- Set margins to at least 2.5 cm
- Set line spacing to single space for text
- Set font size of 12 point
- Include page numbers
- Include a cover page which shows the course number and name, your name, the course lecturer, the title of the assignment, and the date the assignment is due
- If you have to draw tree structures or special symbols in by hand, check that this has been done legibly and consistently
- Print both sides of page.
Hard copy submissions
- Staple pages together
- Avoid presenting assignments in bulky folders or sleeves unless necessary

- Avoid inserting individual pages in clearfile sleeves

The pieces of set work should be handed to your lecturer <u>personally</u> or put in the box outside the secretary's room, VZ 210, on the 2nd floor of the Von Zedlitz building. Please keep a back up copy of all work handed in.

14. Penalities:

Assignments handed in late with no extension will receive a penalty of one grade for every 24 hours of lateness (weekends counting as 24 hours for this purpose) and after one week will receive no grade, but will still be accepted for mandatory course requirements.

15. Course delivery: See under 3, 9 and 16.

16. Mandatory Course Requirements (Terms):

Students should:

Participate in all classes, present material as agreed, and complete all in-course written work by the specified dates
Let the lecturer know IN ADVANCE if they are unable to participate in a particular class.

A satisfactory attempt at each of the pieces of in-term work is mandatory, each being handed in promptly.
The final date for handing in in-term work to count for this course is Tuesday 26 October at 4:00 pm.

17. Academic integrity and plagiarism

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website: *http://www.victoria.ac.nz/home/study/plagiarism.aspx*

18. General University policies and statutes

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* or go to the Academic Policy and Student Policy sections on:

http://www.victoria.ac.nz/home/about/policy

The AVC(Academic) website also provides information for students in a number of areas including Academic Grievances, Student and Staff conduct, Meeting the needs of students with impairments, and student support/VUWSA student advocates. This website can be accessed at:

http://www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx