

The Chinese University of Hong Kong
Department of Linguistics and Modern Languages
1st Term of 2023-24
(Version: 2023-09-03)

Course code and title:

LING2005 Syntax 1

Course overview:

This course examines the syntactic components of the grammar, as well as its interaction with morphology and semantics, mainly through the study of structures in English. The course helps students appreciate the complex structure formation capacity of the human linguistic system. The lectures provide students with a solid grounding in basic linguistic concepts, which will enable them to tackle linguistic problems, and formulate their own analyses to prepare them for further studies in the discipline. A wide range of data will be discussed to develop students' sensitivity toward linguistic phenomena with systematic properties in form, meaning and structure.

Learning outcomes:

The course aims to:

- familiarize students with basic goals, assumptions and basic technical notions in analyzing structures, especially with reference to generative grammar
- enable students to construct diagnostic tests to analyze syntactic structures, and become familiar with argumentation in syntax
- familiarize students with selected major structural properties in English and syntactic phenomena such as embedded clauses, interpretation of anaphors and pronouns and *wh*-movement.

List of topics:

<i>Topic</i>	<i>Contents/fundamental concepts</i>
Approach	prescription vs. description, competence vs. performance
Morphology	morpheme, word categories, parts of speech
Basic grammatical relations	coordination, subordination, modification
Constituency	constituency structure, structural hierarchy, word order, constituency tests, e.g. coordination, substitution, movement, and (pseudo-)clefting, interpretation of test results
Phrases	CP, TP, VP, DP, NP, PP, AP, AdvP
X-bar theory	binary branching, head, complement, adjunct, recursion, compositionality, projection principle, locality of selection
Structural relations	dominance, precedence, sister-hood, c-command
Binding & structural hierarchy	anaphor, antecedent, reflexive, reciprocal, pronoun, referential expression, Binding Principle A, B and C
<i>Wh</i> -movement	<i>wh</i> -question formation, T-to-C movement (subject-auxiliary inversion), phrasal movement, landing site of <i>wh</i> -phrases, island constraints

Learning activities:

Lecture (per week)	Tutorial (per week)	Assignment (per assignment)	Reading (per week)
2 hrs	1hr	3 hrs (per assignment)	3 hrs
Mandatory	Mandatory	Mandatory	Mandatory

Assessment:

Description	%
Assignment (x 2)	15 x 2
Mid-Term	35
Final	35
Total=	100

Assignment Arrangement

- 10 points (out of 100) of the assignment will be deducted for each day late. In case you have a really good reason for late submission (e.g. seriously sick), you can email Prof. Cheung before the deadline. Your request will be considered case by case.
- Assignments will be returned to you 2 to 3 weeks after submission.

Grade Description

Grade	Overall Course
A	Outstanding performance on all learning outcomes. The student demonstrates a deep understanding of the theoretical and empirical motivations for the generative syntactic approach. S/he is able to use diagnostic tests creatively to analyze syntactic structures, both novel and taught. Coherent syntactic argumentation can be well articulated. The knowledge synthesized enables them to discover theoretical gaps and suggest alternative in syntactic theories.
A-	Generally outstanding performance on all (or almost all) learning outcomes. The student should have a comprehensive understanding of the generative syntactic approach. S/he is able to properly explain the relations between syntactic concepts and conduct relevant syntactic tests in analyzing structures discussed in class and novel structures.
B	Substantial performance on all learning outcomes, or high performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall substantial performance. The student has a reasonable understanding of the generative syntactic theory. S/he is able to propose and apply relevant syntactic tests in analyzing structures taught in the course. But some problems are found in analyses.
C	Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses. The student only demonstrates reasonable but partial understanding of the syntactic theory and principles, and is able to collate relevant information or enumerate some tests in analyzing syntactic structures. However, there are obvious problems in justifying the proposed syntactic analysis.

D	Barely satisfactory performance on a number of learning outcomes. The student is able to recall some concepts taught and name some relevant syntactic tests. However, understanding of the relations between concepts is generally poor. S/he can only provide some vague description of the syntactic structures taught without justifications.
F	Unsatisfactory performance on a number of learning outcomes, or failure to meet specified assessment requirements. The student can only name the concepts at best and barely have any understanding of the relations between them. They have little idea how structures are described and diagnosed.

Learning resources:

[ALL references listed below (except #) are available for access electronically via the CUHK Library website.]

Required Textbook

1. Sportiche, D., H. Koopman & E. Stabler. 2014. *An Introduction to Syntactic Analysis and Theory*. Wiley.

[If you prefer to get a printed copy, you can order it via an (online) bookstore, e.g. Amazon.]

Useful References

2. #Adger, D. 2003. *Core syntax: A minimalist approach*. Oxford University Press.
3. Carnie, A. 2012/2021. *Syntax: A Generative Introduction*. 3rd/4th edition. Blackwell.
4. Radford, A. 1988. *Transformational Grammar—A First Course*. Cambridge Univ. Press.

General References (good for looking up terms in syntax and linguistics)

5. Aarts, B. 2014. *The Oxford Dictionary of English Grammar*. Oxford University Press.
6. Matthews, P. 2014. *The Concise Oxford Dictionary of Linguistics*. Oxford University Press.

Feedback for evaluation:

Students' views and comments are most welcome. Two course evaluations (mid-term and term-end) will be conducted. We appreciate feedback and suggestions by emails, office hour discussion, or appointment meetings.

Course schedule:

<i>Week</i>	<i>Date</i>	<i>Topics</i>	<i>Readings</i>
1	Sept 6	<i>Class cancelled as Prof Cheung will be out of town for a linguistics conference.</i>	
2	Sept 13	• Introduction	Sportiche et al. Ch. 1; Huddleston & Pullum (2002) Prescriptive and descriptive approaches (p. 5-11) (Optional: Carnie, Ch. 1, §3)
2	Sept 16 (Sat)¹ (YIA201 / 10:30am—12:15pm)	• Constituency I	Sportiche et al. Ch. 3; (Optional: Carnie, Ch. 3; Haegeman 2006, Ch. 2, §1)
3	Sept 20	• Constituency II	
4	Oct 4	• Phrases I	Sportiche et al. Ch. 4, 5
5	Oct 11	• Phrases II	Sportiche et al. Ch. 4, 5

¹ This is a special make-up class to be held on Saturday morning. Details will be announced soon. The lecture will also be video recorded in case you cannot attend this class at this time.

<i>Week</i>	<i>Date</i>	<i>Topics</i>	<i>Readings</i>
6	Oct 18	• X-bar theory I	Sportiche et al. Ch. 6 (§6.1--§6.7) (Optional: Radford 1988, §4.3--§4.7)
7	Oct 25	** Mid-Term Exam **	
8	Nov 1	• X-bar theory II • Structural relations	Sportiche et al. Ch. 6 (§6.1--§6.7) (Optional: Radford 1988, §4.3--§4.7)
9	Nov 8	• Binding Theory I	Sportiche et al. Ch. 7 (Optional: Carnie, Ch. 5)
10	Nov 15	• Binding Theory II	Sportiche et al. Ch. 7 (Optional: Carnie, Ch. 5)
11	Nov 22	• <i>Wh</i> -movement I	Sportiche et al. Ch. 10 & 14
12	Nov 29	• <i>Wh</i> -movement II	Sportiche et al. Ch. 8 (§8.3 only), Ch. 10 & 14
13	Dec 4² (2:30—4:15pm)	** Final Exam **	

Class Time and Venue

Lecture: Wednesday 2:30pm—4:15pm

Tutorials: Thursday 5:30am—6:15pm

Group 1: LSK210 **Group 2: LSK201** Group 3: LSD210

[Note: We will send you the tutorial group assignment by email by the end of Week 2.]

Contact details:

Instructor:	
Name:	CHEUNG, Y.-L. Lawrence
Office:	Room G11, Leung Kau Kui (KKL) Building
Phone:	3943-1769
Email:	yllcheung@cuhk.edu.hk
Website:	http://www.cuhk.edu.hk/lin/new/people/lawrence/index.html
Office Hours:	Thursday 2:30pm—4:30pm (in-person) [I can be available on Zoom, but please let me know beforehand so that I will switch on the Zoom meeting room.] Or, if you cannot make it to the above slot, please email us to make an appointment.

TAs:		
Name:	CHEN, Yige	YU, Zhongyang
Office:		
Phone:		
Email:	yigechen@link.cuhk.edu.hk	1155204096@link.cuhk.edu.hk
Office Hours:	TBA	TBA

² The location will be announced later.

Course Announcement website:

Announcements will be posted on the course Blackboard website, and be emailed to students. Course materials will also be posted on the Blackboard website. It is important for you to MAKE SURE that the email address registered on Blackboard is CORRECT and you will check the email account regularly.

Academic honesty and plagiarism:

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/> .

When the student submits an assignment, s/he is required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures. For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide (<https://veriguide1.cse.cuhk.edu.hk/cuhk/>), the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the receipt will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.

~ END ~