The Chinese University of Hong Kong
Department of Linguistics and Modern Languages
Second Term, 2022-23

Course Title: LING2005 Syntax I

Description

Syntax is the study of the way in which phrases and sentences are put together out of their constituent elements. In this course we will explore some of the same topics addressed in LING 1000 but in greater depth and discovering greater complexity within and diversity among languages. We will learn how to use new information from a variety of languages to argue for or against theoretical proposals. We will also move onto new topics within syntax, learning to produce viable accounts for the grammaticality (or ungrammaticality) of sentences and how to illustrate those accounts through syntactic derivations.

Content, highlighting fundamental concepts

Topic	Contents/fundamental concepts
Constituency	Constituency tests, Trees
Clause and phrase structure	Phrases and X-bar theory
Binding Theory	Principle A, B, C
Head movement	V-to-T movement, Affix hoping, *do* support
Phrasal movement	Wh-movement, raising to subject

Learning outcomes

By the end of this course, you should:

i)   Understand the theoretical and empirical motivations for the generative syntactic approach.
ii) Apply diagnostic tests creatively to analyze syntactic structures, both novel and taught.
iii) Discover theoretical gaps and suggest alternative in syntactic theories.

Learning activities

Lecture (hr) in class	Interactive tutorial (hr) in class	Assignments (hr) out class	Reading (hr) out class
2	1	3	3
M	M	M	O

M: Mandatory activity in the course
O: Optional activity
NA: Not applicable

Assessment scheme

Task nature	Description	Weight
Homework assignments	There will be **2** written homework assignments. 20% will be taken off for each day late.	20% * 2 = 40%
Mid-term	There will be 1 in-class mid-term on Mar 3.	25%
Final exam	There will be 1 final exam on Apr 25. Exact time and place TBA	25%
Participation	Active participation in lectures and class activities are required. For each missed class meeting without a documented family or medical emergence, 2% will be taken off.	10%

Learning resources for students

- Lecture handouts will be posted on the Blackboard website for download before class.
- They are based on *An Introduction to Syntactic Analysis and Theory* by D. Sportiche, H. Koopman, and E. Stabler. Wiley Blackwell. 2014 (*not* mandatory).
- The relevant concepts and techniques will be introduced and discussed in class. They include - but are not limited to - materials found in the textbook. Most students may find the textbook helpful. Disclaimer: In case of any conflict, in-class instructions always have precedence over the textbook.

Feedback for evaluation

- In addition to the standard final course evaluation, we will also have an anonymous Google Form survey for you to share things you like and dislike throughout the semester, so we can keep improving our teaching.
- Meanwhile, you are more than welcome to contact either the instructor or the TAs about how you feel about this course at any point throughout the semester.
- You may share your thoughts and concerns by coming to our office hours, emailing your feedback or questions to us, or making appointments with us.
- If you feel that you are falling behind and have content questions, please also do not hesitate to ask us for help!
- When you contact us via emails, please kindly put "LING2005 Syntax I" in the subject line and allow us 24 hours (on weekdays) to respond.

Grade Descriptors

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+ B 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+ C 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.

Course schedule (subject to change)

Class/ week	Date	Topic	Requirements
1	Jan 13	What is syntax? Starting with words	(*ISAT*: 1-37)
2	Jan 20	Word structure, Constituency	(*ISAT*: 1-37, 43-50)
3	Jan 27	No class – Happy Lunar New Year!	
4	Feb 3	Trees. Constituency tests.	(*ISAT*: 50-79)
5	Feb 10	Clause and phrase structure.	(*ISAT*: 87-122) Homework 1 out
6	Feb 17	X-bar theory	(*ISAT*: 127-152)
7	Feb 24	Binding Theory I	(*ISAT*: 157-172) **Homework 1 due**
8	Mar 3	**Mid-term exam**	
9	Mar 10	No class – Reading week	
10	Mar 17	Binding Theory II	(*ISAT*: 173-183)
11	Mar 24	Head movement I	(*ISAT*: 191-203)
12	Mar 31	Head movement II	(*ISAT*: 191-203) Homework 2 out
13	Apr 7	No class – Easter	
14	Apr 14	Phrasal movement I	(*ISAT*: 210-223)
15	Apr 21	Phrasal movement II	(*ISAT*: 259-266) **Homework 2 due**
	Apr 25	**Final exam**	**10 am-12 noon, location TBA**

Teachers' or TA's contact details

Instructor:	
Name:	Dr. CHEN Zhuo
Office Location:	G18 Leung Kau Kui Building
Telephone:	
Email:	zhuochen@cuhk.edu.hk
Teaching Venue:	Lecture: Fri 09:30 – 11:15, Leung Kau Kui Bldg 101; Tutorial: Wed 1:30 – 2:15, Yasumoto Int'l Acad Park 407; Hui Yeung Shing Bldg G06; Hui Yeung Shing Bldg G03
Office hours:	By appointment

Teaching Assistant/Tutor:	
Name:	Mr. XU Zetao, Mr. CHEN Yige
Office Location:	
Telephone:	
Email:	1155146768@link.cuhk.edu.hk; yigechen@link.cuhk.edu.hk
Teaching Venue:	
Office hours:	By appointment

A facility for posting course announcements

- We will use the course Blackboard website to post course materials (lecture handouts and optional readings), assignments, and announcements.
- We will also send out email reminders once we post assignments and make announcements, please make sure to check your email 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/. With each assignment, students will be required to submit a statement that they are aware of these policies, regulations, guidelines and procedures.
- With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures. For group projects, all students of the same group should be asked to sign on the declaration.
- For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide (URL: https://veriguide2.cse.cuhk.edu.hk/cuhk/index.jsp), 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. Only the final version of the assignment should be submitted via VeriGuide

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