

# LIN 4020: Intro to Syntax

## Spring 2022

### General Information

**Lecture Time:** Tuesday, Thursday 12:25-1:45pm (HPR N 128)

**Optional Recitations:** TBD

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**Instructor: Aniello De Santo** (He/His/Him)

*email:* [aniello.desanto@utah.edu](mailto:aniello.desanto@utah.edu)

*office:* LNCO 2315 or Zoom

*office hours:* Tuesday, Thursday 2:30-4:00pm and by appointment

**Graduate TA: Matteo Fiorini**

*email:* [matteo.fiorini@utah.edu](mailto:matteo.fiorini@utah.edu)

*office:*

*office hours:*

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### Textbook:

- **Carnie, Andrew. 2013.** *Syntax. A Generative Introduction. Third Edition.* Wiley-Blackwell.
- Additional readings and book chapters will be posted on Blackboard as required.
- Required textbooks and papers should be easily found online, or in the University's Library (i.e. no need to buy them). If you are having trouble finding them (or any other reading you are interested in throughout the semester), please let me know. We will chat about academic publishing the first day of classes.

### Bulletin description

Introduction to the structure and organization of phrases and clauses in natural language. A scientific approach to an empirically motivated theory of syntax. Students learn terminology, problem-solving, logical argumentation, and its presentation.

### Course Description

This course is an introduction to the study of sentence structure in human language(s).

- We gradually build up a theory of how sentences are structured, what the building blocks are, how languages (do and don't) differ and how much of this knowledge is universal to all human languages.
- In this sense, the course serves as a general introduction to the analytical thinking that lies at the core of all of modern science: just as a biologist might study the bodies of birds to see what allows them to fly, and how flying works, physically, a linguist studies the minds of humans to see what allows them to use language, and how language works, physically.
- In line with this, we focus on scientific reasoning about language, and theory building starting from linguistic data.
- We practice critical evaluation of our data collection methods and theoretical approaches, and their impact on linguistic communities and language ideologies
- In this sense, the course uses a generative framework as its guiding analytical approach, but this is a pedagogical choice that should not be taken as to imply that other frameworks have no insights to contribute. A critical approach to the theoretical choices made throughout the course is encouraged.

### Teaching Goals

By the end of the course, students will be able to:

- Approach linguistic data and offer preliminary analyses
- Provide novel analyses of syntactic phenomena

- Compare various accounts of a data set, and draw cross-linguistic parallels
- Evaluate theoretical analyses with respect to data
- Assess the social impact of theoretical claims and data collection practices

## Grading and Course Requirements

Your grade components are divided as follows:

- |                        |     |
|------------------------|-----|
| • Participation:       | 20% |
| • Quizzes              | 30% |
| • Homework assignments | 30% |
| • Final exam           | 20% |

Please do not take grades as a war between you and me. It is our aim to help you be as successful in this course as possible. Grading is meant as a way for both you and the instructors to check on how well the course is helping you internalize concepts, and keep track of your progress.

### 1. Participation (20%)

- **Why?** To encourage you to approach the course as a collaborative experience, and not as passive acquisition of static information.
- You are expected to be actively engaged, ask questions, and participate in class discussions.
- Attendance is strongly encouraged but **not** required, and participation can take many forms:
  - Email, post in the course Discord Server, post on Canvas, come to office hours, etc.
  - If possible (i.e. technology allowing), each class will be live streamed and recordings will be posted on Canvas.
  - Students can attend via zoom, in which case participating in the class discussion via the zoom chat counts towards participation.

### 2. Assignments (30%)

- **Why?** To help you practice syntactic analysis on your own, and critically generalize from the examples seen in class to new data and theoretical claims.
- Exercises, analyses of datasets, or critical evaluations of assigned readings.
- Assigned every week on Thursday, and due by start of class on the next Tuesday.
- Collaboration on homework problems is encouraged (science is collaborative!), but students **must** write up their own submission (i.e. collaborate on the ideas but do not copy and paste each other's text/trees/etc).
- While we strongly encourage you to submit assignments in time due to the incremental nature of the materials, (a reasonable number of) late submissions are generally accepted without penalty. We do not need doctor's notes or pictures from the ER (in fact, we do not need to know why at all, I am **not interested in being a cop!** Life is messy. Just please communicate with us about your needs and let us know you need an extension. I trust you to not abuse this policy (and reserve the right to change this policy should this approach become unfeasible)

### 3. Quizzes (30%)

- **Why?** To help you check your ongoing understanding of /familiarity with core theoretical concepts and tools
- Quizzes will be given every other week in class, starting from the 3rd week of classes.
- A preliminary schedule is given in the schedule below. We will have in total 6 quizzes (with a possibility of the 7th extra-credit quiz). If you cannot make it to class for a quiz, get in touch with Aniello to arrange a make-up. Note that due to their nature and goals, quizzes cannot generally be retaken.

### 4. Final Exam (20%)

- **Why?** To check on your general take-aways from the course, flex your syntactic muscles on new data, gain a global vision of the syntactic understanding you gain through the semester.
- We will have one **final exam** during finals week. This will most probably be a take home exam due on the last day of finals. You will receive more information on this halfway through the semester.

### 5. Extra-credits

- It is possible for you to earn TWO extra credit for this course (up to 5% of your final grade). This can be accomplished by participating in one (or more) experimental Linguistic stud(ies), and/or attending two Department of Linguistics colloquium talks.

- To sign up for a linguistic study, please visit: <http://speechlab.utah.edu/participate.php>. Note that you are strongly encouraged to sign up early, rather than wait to the end of the semester to participate. If for any reason you are not comfortable participating in Linguistics studies for credit in this course, an alternative assignment will be made available. If you need accommodation of any kind, have a question about accommodation, and/or prefer to complete an alternative assignment for any reason, please create a Sona account and then email at [speechacquisitionlab@gmail.com](mailto:speechacquisitionlab@gmail.com). Arrangements for alternative assignments must be made before the current semester's add/drop deadline. If no study appointments are available, check back later, as new appointments are added periodically. If you have any questions or concerns regarding the Linguistics Study Pool or the Sona sign-up system, please contact the Linguistic Study Pool coordinators at [speechacquisitionlab@gmail.com](mailto:speechacquisitionlab@gmail.com).
- If you attend a colloquium talk, to receive credit you have to write a 1 page (typed double-spaced) summary of what the talk was about, including your general opinions on the presentation. Comments do not have to pertain to the scientific content of the talk (although that is obviously welcome), but can be about presentation style/clarity/etc. This report is officially due on the last day of class, but may be turned in on Canvas as soon as it is complete. For information about the time and location of Linguistics talks by department faculty and visiting faculty from other institutions visit the Department webpage.

## University of Utah Grading Scale

Letter	Scoring
A	100% - 94%
A-	93.9% - 90%
B+	89.9%–87%
B	86.9%–84%
B-	83.9% - 80%
C+	79.9%–77%
C	76.9%–74%
C-	73.9% - 70%
D+	69.9%–67%
D	66.9%–64%
D-	63.9% - 60%
E	59.9%–0%

## Discord Server

To facilitate remote discussion/collaboration among peers with limited in person contact, this course has an associated Discord channel. Discord is a collaborative chatroom environment extensively used for Team synchronization in the tech industry. You can create a free account and join the course server with the invite provided on Canvas during the first week of classes.

## Topics and Preliminary Schedule

This schedule is very preliminary. The order of topics might (and will) change, depending on how the semester goes. Some additional topics might be included, and some other topics might be excluded.

MONDAY	TUESDAY	THURSDAY
Jan 10th	Jan 11th <span style="float: right;">1</span> Introduction. Universal Grammar. Parts of speech.	Jan 13th <span style="float: right;">2</span> Strings vs trees. Phrase structure rules. Methodology.
Jan 17th	Jan 18th <span style="float: right;">3</span> Constituency. Basic structure of constituents.	Jan 20th <span style="float: right;">4</span> Ambiguities. NP structure.
Jan 24th	Jan 25th <span style="float: right;">5</span> VP structure. Generalized X-Bar theory. QUIZ #1	Jan 27th <span style="float: right;">6</span> Complements and adjuncts. Theta-theory-1.
Jan 31st	Feb 1st <span style="float: right;">7</span> Theta-theory-2. Embedded clauses.	Feb 3rd <span style="float: right;">8</span> Complementizer phrase. TP.
Feb 7th	Feb 8th <span style="float: right;">9</span> TP and modal verbs.	Feb 10th <span style="float: right;">10</span> Auxiliaries. QUIZ #2
Feb 14th	Feb 15th <span style="float: right;">11</span> Parameters of word order. Japanese. Scrambling.	Feb 17th <span style="float: right;">12</span> Verb movement-1. French. Irish. VP-internal subject hypothesis.
Feb 21st	Feb 22nd <span style="float: right;">13</span> Verb movement-2. German. V2.	Feb 24th <span style="float: right;">14</span> Case and case filter. QUIZ #3
Feb 28th	Mar 1st <span style="float: right;">15</span> Raising.	Mar 3rd <span style="float: right;">16</span> Passive. For-Infinitives.
Mar 7th	Mar 8th <span style="float: right;">17</span> <b>SPRING BREAK</b>	Mar 10th <span style="float: right;">18</span> <b>SPRING BREAK</b>
Mar 14th	Mar 15th <span style="float: right;">19</span> Control. ECM.	Mar 17th <span style="float: right;">20</span> Unaccusatives and unergatives. Small Clauses.
Mar 21st	Mar 22nd <span style="float: right;">21</span> DP hypothesis. QUIZ #4	Mar 24th <span style="float: right;">22</span> Agreement. $\varphi$ -features.
Mar 28th	Mar 29th <span style="float: right;">23</span> Binding theory-1.	Mar 31st <span style="float: right;">24</span> Binding theory-2.
Apr 4th	Apr 5th <span style="float: right;">25</span> Wh-movement-1. Successive Cyclic Movement. QUIZ #5	Apr 7th <span style="float: right;">26</span> Wh-movement-2. Islands and Constraints.
Apr 11th	Apr 12th <span style="float: right;">27</span> Wh-movement-3. Relative clauses. Multiple Wh-movement. Wh-in-situ.	Apr 14th <span style="float: right;">28</span> Expanded $v$ P-1. Double object constructions. QUIZ #6
Apr 18th	Apr 19th <span style="float: right;">29</span> Expanded $v$ P-2. Double object constructions.	Apr 21st <span style="float: right;">30</span> Buffer.
Apr 25th	Apr 26th <span style="float: right;">31</span> Overview of the theory/Recap.	Apr 28th <span style="float: right;">32</span>
May 2nd	May 3rd <span style="float: right;">33</span>	May 5th <span style="float: right;">34</span>

## Covid Policies & Online component

Generally, I trust your judgment. These are weird times, and I hope we can all collaborate to create an environment that is safe for everyone. I welcome suggestions that can help maximize what you get out of this course while minimizing risks to your (and your families!) mental and physical health.

### Masks

- As you know, the University of Utah does not have a mandatory mask mandate in place. Nonetheless, as per CDC guidance, I recommend that you wear a mask in class.

### Testing and Staying Home

- If you feel sick, please stay home! I will work with you to arrange ways to attend the class virtually and catch up on missed materials.
- Students must self-report if they test positive for COVID-19 via this website: <https://coronavirus.utah.edu/>
- UofU offers free, asymptomatic testing, you can find information about that and vaccine availability here: <https://healthcare.utah.edu/coronavirus/reserve-test/>

### Zoom Meetings (to be updated first week of classes)

- If class technology allows, Zoom Meetings will take place during normal class time and synchronously. You are welcome to join class via these online meetings instead of in person.
  - Meetings will be also recorded and also made available on Canvas.
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## Class Policies

### Contacting me

- Emails should be sent to [aniello.desanto@utah.edu](mailto:aniello.desanto@utah.edu)
- Please put LING 4020 as part of the subject of the email, and *\*never\** leave the subject empty!
- Reply time < 24h in simple cases, possibly more if meddling with bureaucracy is involved.
- Do not expect quick replies to emails sent overnight and/or during the weekend.

### Office Hours

- Office hours will take place twice per week either in my office in LNCO, or in a dedicated Zoom room (link available on Canvas).
- You do not need to schedule an appointment for these, you can just show up (but an heads up is welcome if you anticipate a long discussion).
- Extra office hours are also always available by appointment.

### A Note on Office hours

You might feel like you need to have a specific question (e.g. about a homework) in order to come to office hours. This is *not* true. *Office hours are a space for us to discuss any issue/concern you might be having with the class, and you are always welcome regardless of whether you have a precise question or not.* Thus, you also do not need an appointment to show up to office hours. However, if you anticipate a longer meeting, it might be helpful for you to email me in advance so that we can set apart enough time and avoid collisions with other students.

### Names/Pronouns

Class rosters are provided to the instructor with the student's legal name as well as *\*Preferred first name\** (if previously entered by you in the Student Profile section of your CIS account, which managed can be managed at any time). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class or on assignments. Please advise me of any name or pronoun changes so I can help create a learning environment in which you, your name, and your pronoun are respected. If you need any assistance or support, please reach out to the LGBT Resource Center: [https://lgbt.utah.edu/campus/faculty\\_resources.php](https://lgbt.utah.edu/campus/faculty_resources.php)

## **Accommodations**

Accommodations will be considered on an individual basis and may require documentation.

### **A personal note on diversity and accessibility**

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, age, socioeconomic status, ethnicity, race, and culture.

I also aim to maximize accessibility for all my lecture materials. However, it is probable that I miss or underestimate some issues. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

### **Americans with Disabilities Act (ADA)**

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability & Access, 162 Olpin Union Building, 801-581-5020. CDA will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability & Access. The website for the Center for Disability and Access: <https://disability.utah.edu>

### **Extreme personal circumstances**

Please contact your instructor as soon as possible if an extreme personal circumstance (hospitalization, death of a close relative, natural disaster, etc.) is interfering with your ability to complete your work.

### **Religious Practice**

To request an accommodation for religious practices, contact your instructor at the beginning of the semester.

### **Active Duty Military**

If you are student on active duty with the military and experience issues that prevent you from participating in the course because of deployment or service responsibilities, contact your instructor as soon as possible to discuss appropriate accommodations.

## **University Policies**

### **Drop/Withdraw Policies**

Students may drop a course within the first two weeks of a given semester without any penalties.

Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A "W" grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade "W" is not used in calculating the student's GPA.

For deadlines to withdraw from full-term, first, and second session classes, see the U's Academic Calendar.

### **Plagiarism and Cheating**

It is assumed that all work submitted to your instructor is your own work. When you have used ideas of others, you must properly indicate that you have done so.

Plagiarism and cheating are serious offenses and may be punished by failure on an individual assignment, and/or failure in the course. Academic misconduct, according to the University of Utah Student Code,

"..Includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information. . . It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct."

For details on plagiarism and other important course conduct issues, see the U's Code of Student Rights and Responsibilities.

## **Course Materials Copyright**

The Content is made available only for your personal, noncommercial educational and scholarly use. You may not use the Content for any other purpose, or distribute, post or make the Content available to others, unless you obtain any required permission from the copyright holder. Some Content may be provided via streaming or other means that restrict copying; you may not circumvent those restrictions. You may not alter or remove any copyright or other proprietary notices included in the Content.

Please see the Code of Student Rights and Responsibilities, Section III.A.5 regarding use and distribution of class Content and materials. <https://regulations.utah.edu/academics/6-400.php> Section III.A.5. prohibits the following: Sale or distribution of information representing the work product of a faculty member to a commercial entity for financial gain without the express written permission of the faculty member responsible for the course. ("Work product" means original works of authorship that have been fixed in a tangible medium and any works based upon and derived from the original work of authorship.)

## **Safety at the U**

The University of Utah values the safety of all campus community members. You will receive important emergency alerts and safety messages regarding campus safety via text message.

For more information regarding safety and to view available training resources, including helpful videos, visit [safeu.utah.edu](http://safeu.utah.edu).

To report suspicious activity or to request a courtesy escort, contact: Campus Police & Department of Public Safety, 801-585-COPS (801-585-2677), [dps.utah.edu](http://dps.utah.edu)

## **Wellness at the U**

Your personal health and wellness are essential to your success as a student. Personal concerns like stress, anxiety, relationship difficulties, depression, or cross-cultural differences can interfere with a student's ability to succeed and thrive in this course and at the University of Utah.

Please feel welcome to reach out to your instructor or TA's to handle issues regarding your coursework.

For helpful resources to manage your personal wellness and counseling options, contact: [wellness.utah.edu](http://wellness.utah.edu) or [womenscenter.utah.edu](http://womenscenter.utah.edu)

## **Addressing Sexual Misconduct**

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

## **Campus Safety**

The University of Utah values the safety of all campus community members. To report suspicious activity, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit [[safeu.utah.edu](http://safeu.utah.edu)]([safeu.utah.edu](http://safeu.utah.edu)).

## **Changes to the Syllabus**

This syllabus is not a contract. It is meant to serve as an outline and guide for your course. Please note that your instructor may modify it to accommodate the needs of your class.

You will be notified of any changes to the Syllabus.