



UWO FALL 2022

Undergraduate Linguistics Program
LIN4248A Advanced Syntax

MA in Linguistics
LING9601A Syntax

When Wednesday 9:30-12:30 PM

Site OWL: <https://owl.uwo.ca/x/ya8ehR>

Where UC 2021

Prerequisite (only for LIN4248A Advanced Syntax): with permission of the program. *Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.*

Professor Jacques Lamarche
e-mail lamarche@uwo.ca

Office UC3123 or Zoom
Office hours Thursday 9h30-11 or
by appointment

Zoom Meeting ID: 992 4621 4218 NOTE : for office hours or in case of

Course description

This course explores the empirical and theoretical consequences of assuming that compositional syntax strictly operates on the phonological matrices of lexical words. Under this view, lexical words are treated as labels: a word is, in essence, a specific formal object that is recognized as relevant for a language because it has at least one established use, a meaning. I assume that the meaning itself, however, is not relevant for grammatical theory because it is established by social conventions. My position is that distinctions that rely on social conventions should be excluded of the formal theory of grammar. What is left of lexical words, then, is their formal constitution. Under this view, many basic distinctions which are traditionally viewed as lexical (occurring at the level of the input, the head, of the structure) are assumed to be compositionally constructed at the level of the constituent, at the output of syntax.

There are many advantages to this approach, as it greatly simplifies the theory of grammar and provides the means to derive (i.e. explain) facts that are traditionally taken for granted in traditional theoretical approaches. At the same time, the approach has challenges since it goes against pretty much every other traditional formal framework. One of the objectives of the course is to understand why this is so. From an empirical point of view, we will be looking at a series of facts regarding copular constructions (constructions headed by the verb *be*) and adjectival positions in the DP, concentrating mostly on English.

Learning objectives

- Recognize and describe linguistic patterns and variations.
- Articulate the differences between various approaches to the study of language and evaluate the evidence for and against those approaches

- Effectively analyze language structure and its morphological, syntactic, and/or semantic systems.
- Conduct independent research of a theoretical and/or empirical nature, focused on language, which effectively and ethically employs a standard scientific research methodology appropriate to linguistic analysis.
- Present learning and analysis outcomes effectively, whether orally or in written form, using a variety of argumentative strategies and research and documentation tools, and also using clarity and rigor in standard academic language
- Critically reflect upon the personal and disciplinary limits of knowledge and develop an appreciation for uncertainty and ambiguity within interpretation and analysis.
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Format of the course:

- lectures to introduce approach developed by the professor
- discussion in class on concepts introduced in papers and by the professor
- solving empirical problems in class and at home (assignments)
- student presentations

Schedule (to be detailed during the course)

Week	Day	Activities
September	1	September 14 – Introduction, presentation of syllabus and discussion to get to know one another
	2	September 20 - Overview of the professor's approach Discussion in class of issues presented in Heycock 2012
	3	September 28 – Continuation of professor's approach Discussion of Adjectival modification with Bolinger 1967
October	4	October 5 TBD depending on course progress
	5	October 12 TBD depending on course progress
	6	October 19 TBD depending on course progress
	7	October 26 TBD depending on course progress INSTRUCTIONS for final paper
		November 2 Reading week
November	8	November 9 TBD depending on course progress
	9	November 16 TBD depending on course progress
	10	November 23 TBD depending on course progress
	11	November 30 TBD depending on course progress
Dec	12	December 7 TBD depending on course progress

Important Dates

Classes begin: September 8, 2022
 Fall Reading Week: October 31 – November 6
 Classes end: December 8, 2022
 Exam period: December 10 – 22, 2022

Contingency plan for an in-person class pivoting to 100% online learning

In the event of a COVID-19 resurgence during the semester that necessitates the course delivery moving away from face-to-face interaction, the course will likely be delivered online, very like synchronously (i.e., at the times indicated in the timetable). The grading scheme will **not** change. Any remaining assessments will also be conducted online as determined by the course instructor. The online course will be accessible through the main zoom link (Meeting ID: 992 4621 4218), accessible through OWL.

Bibliography (partial and suggestive)

On copular constructions

- Adger, David and Gillian Ramchand (2003). Predication and Equation. *Linguistic Inquiry* 34: 325–359.
- Akmajian, A. (1970). On deriving cleft sentences from pseudo-cleft sentences. *Linguistic Inquiry*, 1: 149-168.
- Alexiadou, Artemis and Anastasia Giannakidou (1998). Specificational Pseudoclefts and the Semantics of Lists. *ZAS Papers in Linguistics* 10: 1–20.!
- Bolinger, Dwight (1972b). A Look at Equations and Cleft Sentences. In: *Studies for Einar Haugen*. Evelyn Scherabon Firchow et al. (eds.), 96–114. The Hague: Mouton.
- Collins, Peter (1991). *Cleft and Pseudo-cleft Constructions in English*. London: Routledge.
- Declerck, Renaat (1988). *Studies on Copular Sentences, Clefts and Pseudo-Clefts*. Leuven: Leuven University Press/Foris Publications.
- Heycock, Caroline (2012). Specification, equation, and agreement in copular sentences. *Canadian Journal of Linguistics*. 57(2): 209–240, 2012
 Available online at the library: use the MUSE link: https://ocul-uwo.primo.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=47697627480005163&institutionId=5163&customerId=5150&VE=true
- Heycock, Caroline (2013). The syntax of predication. In *The Cambridge Handbook of Generative Syntax* Dikken, Marcel den (ed), 222-252, Cambridge University Press.
- Zaring, Laurie (1996). Two *Be* Or Not Two *Be*: Identity, Predication and the Welsh Copula. *Linguistics and Philosophy* 19: 103–142.!

On the syntax of adjectives

- Alexiadou, A, Haegeman, L & M Stavrou. 2007. *Noun Phrase in the Generative Perspective*. Berlin : Mouton de Gruyter.
- Bolinger, D. 1967. « Adjectives in English : Attribution and predication », *Lingua* 18, pp. 1-34.
- Bouchard, D. 2002. *Adjectives, Number, and Universal Grammar*. Oxford : Elsevier Science.
- Cinque, G. (ed). 2002. *Functional Structure in DP and IP : The Catography of Syntactic Structure*. Oxford : Oxford University Press.
- Cinque, G. & R. Kayne (eds). 2005. *The Oxford Handbook of Comparative Syntax*. Oxford : Oxford University Press.
- Haegeman, L. 2003. « La distribution du verbe et du nom en français et en anglais », dans Miller, P. & A. Zribi-Hertz (eds). 2003.
- Kayne, R. 2005. « Some Notes on Comparative Syntax, with Special Reference to English and French », dans Cinque, G. & R. Kayne (eds), pp. 3-69.
- Lamarche, J. 1991. Problems for N0-movement to Num-P. *Probus* 3(2), pp. 215-236.
- Valois, D. 2006. « Adjectives: Order within DP and Attributive APs », dans M. Everaert and H. van Riemsdijk, *The Blackwell Companion to Syntax*, Malden, MA : Blackwell Pub.

Dependent on the topics, other titles will be introduced during the semester

All material will be regularly updated and presented in the OWL site of the course <https://owl.uwo.ca/x/ya8ehR>

Grading is based on:

2 presentations @ 10% each		20%
2 assignments @ 10% each		20%
Final paper		
A proposal (short paragraph)	5%	
An outline of the paper	10%	
A presentation in class	10%	
A written version	35%	60%

Details and requirements

Presentations: Each student will do 2 presentations. The topic of the presentation relates to an article that will suggested by the professor. The undergraduate students will be assisted by the professor for their first presentation. The goal is to present the central proposal of the paper, identify the empirical issues involved, and work through one or two examples in detail. The presentations will be 15 minutes each, followed by discussion.

Assignments: Early in the semester, the professor will provide problem sets on topics relevant for the course. These will then be corrected by the group in the classroom the following week.

Requirements for presentations: Each student will give a presentation of their research paper. The presentation will be 15 minutes, followed by a 5-minute discussion period. The handout is a maximum of 6 pages.

Requirements for the research paper: The goal is to identify an empirical or theoretical problem concerning any topic relevant in the class. In consultation with the professor, the student

Format for Graduate students: 15 to a maximum of 20 pages, 12-point font, 1.5 line spacing, 1-inch margins.

Format for Undergraduate students: 10 to a maximum of 15 pages, 12-point font, 1.5 line spacing, 1-inch margins.

Attendance: Attendance and active participation in all lectures is required.

Student Absences

If you are unable to meet a course requirement due to illness or other serious circumstances, please follow the procedures below.

Assessments worth less than 10% of the overall course grade:

For work worth less than 10% of the total course grade, the instructor is empowered to grant academic considerations without referring the student to their academic counsellors.

Assessments worth 10% or more of the overall course grade:

By policy, academic considerations for work totalling 10% or more of the final course grade can be granted only by the student's Faculty of Registration (typically by their academic counsellors). In such cases, students should be directed as follows.

For work totalling 10% or more of the final course grade, you must provide valid medical or supporting documentation to the Academic Counselling Office of your Faculty of Registration as soon as possible. For further information, please consult the University's medical illness policy at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf.

The Student Medical Certificate is available at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

Accommodation and Accessibility

Religious Accommodation

When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request accommodation for their absence in writing at least two weeks prior to the holiday to the course instructor and/or the Academic Counselling office of their Faculty of Registration. Please consult University's list of recognized religious holidays (updated annually) at

<https://multiculturalcalendar.com/ecal/index.php?s=c-univwo>.

Accommodation Policies

Students with disabilities are encouraged to contact Accessible Education, which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The policy on Academic Accommodation for Students with Disabilities can be found at:

[https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic Accommodation_disabilities.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Accommodation_disabilities.pdf).

Academic Policies

The website for Registrarial Services is <http://www.registrar.uwo.ca>.

In accordance with policy,

https://www.uwo.ca/univsec/pdf/policies_procedures/section1/mapp113.pdf,

the centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at their official university address is attended to in a timely manner.

Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

Support Services

Academic Counselling

Your Home Faculty's Academic Counselling or Academic Advising Office will support or refer whenever you have an issue that is affecting your studies, including information on

adding/dropping courses, academic considerations for absences, appeals, exam conflicts, and many other academic related matters. Do not hesitate to reach out to them if you are struggling and unsure where to go for help. Contact info for all Faculties is here:

https://registrar.uwo.ca/faculty_academic_counselling.html

Mental Health Support

Students who are in emotional/mental distress should refer to Mental Health@Western (<https://uwo.ca/health/>) for a complete list of options about how to obtain help.

Gender-based and sexual violence[suggested]

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at

https://www.uwo.ca/health/student_support/survivor_support/get-help.html.

To connect with a case manager or set up an appointment, please contact support@uwo.ca.

Accessible Education[suggested]

Please contact the course instructor if you require lecture or printed material in an alternate format or if any other arrangements can make this course more accessible to you. You may also wish to contact Accessible Education at

http://academicsupport.uwo.ca/accessible_education/index.html

if you have any questions regarding accommodations.

Learning Development and Success [suggested]

Counsellors at the Learning Development and Success Centre (<https://learning.uwo.ca>) are ready to help you improve your learning skills. They offer presentations on strategies for improving time management, multiple-choice exam preparation/writing, textbook reading, and more. Individual support is offered throughout the Fall/Winter terms in the drop-in Learning Help Centre, and year-round through individual counselling.

Digital Student Experience[optional]

Western University is committed to a thriving campus as we deliver our courses in the mixed model of both virtual and face-to-face formats. We encourage you to check out the Digital Student Experience website to manage your academics and well-being:

<https://www.uwo.ca/se/digital/>.

USC

Additional student-run support services are offered by the USC, <https://westernusc.ca/services/>.