

**Meeting Time:** TUES THURS 1:15-2:30p**Location:** Science Center 128 or hybrid**Instructor:** Dr. Kirby Conrod**Office hours:**

In person: Tues, Thurs 3:30-4:30p, Pearson 104

On Zoom: by appointment / TBA

**Email:** [kconrod1@swarthmore.edu](mailto:kconrod1@swarthmore.edu)**Course Website:** <https://moodle.swarthmore.edu/course/view.php?id=20309>

## Course Description and Learning Goals

In this course, we will study the structure of sentences, and explore the rules that distinguish grammatical sentences from their ungrammatical counterparts. Our primary focus will be on the syntactic analysis of English; however, we will also look at the syntax of other languages and compare them to English. Through regular problem sets and class discussions, we will gain experience with rigorous scientific argumentation and reasoning, and develop a working knowledge of generative syntax.

**Textbook:** Carnie, Andrew. 2013. *Syntax: A Generative Introduction*. (3rd Edition). Wiley Blackwell. (Note: Do not use previous editions, they are very different. Our library has an electronic version of the 3<sup>rd</sup> ed.)

### Grading Policy

Homework assignments	60% (lowest HW grade dropped)
Reading questions	10%
Short presentation	10%
Final Project	15%
Participation	5%

Final Grades will be given according to the following scale (Percent =Grade):

97+ = A+	80 = B-	65 = D
95 = A	77 = C+	61 and up = D-
90 = A-	75 = C	60 or below = F
87 = B+	70 = C-	
85 = B	67 = D+	

## Policies during COVID-19

- **If you are not feeling well do not come to class.** Even if it is “probably allergies,” you are expected NOT to attend in-person classes when experiencing ANY illness symptoms. All work and class activities will be available either through recordings, make-ups, or remote/hybrid options. I will *never require* a doctor’s note for absences. I will not take attendance or penalize absences in any way.
- **For any extended illness or isolation period** which causes you to miss more than one assignment, **reach out to me as soon as possible** to make alternate arrangements. I will be flexible and forgiving!
- **If you are vulnerable and need to make alternate arrangements** because you or someone you live with has health or other issues that put you at higher risk, please reach out and make alternate arrangements with me as soon as possible.
- **Respect the class agreement about masking policy.** This will be decided on our first day of class; an updated version of the syllabus will be posted after it is decided.
- **Classes will be recorded**, either audio or visually, based on class agreements. We may also designate daily note-takers or use hybrid formats for class via Zoom if the need arises.
- **Asynchronous discussion** will be available on Moodle and SLACK. You may use either of these tools to keep in touch with your classmates (and me) for discussion if you cannot come to class in person.
- **My late-work policy is that I will grade anything I can whenever you get it to me.** No questions asked. Deadlines are included on the syllabus and Moodle as a guideline – I don’t recommend leaving everything until Week 12 and then having a really bad week. But there will be no penalties for turning things in at any time. The only real deadline is my ability to grade your work before grades are due, so keep that in mind.
- **We are all in this together.** Your classmates and I will all endeavor to enable safe and consistent learning. We will be respectful of each others’ consent and boundaries around COVID safety as with all other types of safety.

## Readings and Reading questions 10%

You should complete the assigned readings before class. The readings provide the necessary background for class discussion. You should not assume that they will be fully summarized, reviewed, or repeated in class. The textbook for this class is an introductory text, and towards the end of the quarter we will also read one or two short articles.

Before each class, please post **1-2 questions about the assigned reading** to the Moodle discussion thread for that week. These questions can be about anything related to the reading—clarifying questions, terminology, methodology, or deep philosophical ponderings are all fine. These reading questions are required as a way of keeping us all “on the same page,” so to speak; they’re worth a decent chunk of your final grade because reading and engaging with the

material is going to be one of the primary ways that knowledge goes into your brain. They also help me plan my lectures!

You can get 1 point for each time you do this; you can get credit up to 20 points (which account for 10% of the final grade). You are of course welcome to post more than twenty times, but you can't get more than 20 points for this section.

### **Homework assignments 60%**

There will be 10 homework assignments; only the 8 highest homeworks will go towards your final grade. Late work will be accepted and graded to the best of my ability. Homework is to be handed in online via Moodle – please try to hand it in before the deadline (we can't get feedback to you in a timely manner otherwise.)

You are strongly encouraged to discuss homework assignments in groups with your colleagues. When you work with anyone, always credit them on your paper.

**You may choose to either turn in an individual write-up or a collaborative write-up.**

**If you turn in an individual write-up:** say who you worked with, but make it clear that the write-up is your own. You will receive a grade based on the clarity and accuracy of your write-up. (Grading scale below.)

**If you turn in a collaborative write-up:** clearly mark the paper as a group write-up. Each group member will turn in a copy of the group write-up, and the whole group will get the same grade for the write-up. If one student turns in a different paper (but they're named in someone else's group write-up) I will get confused and email all of you to figure out what you want me to do. **Group write-ups are not required, and you don't have to stay with the same group all quarter.**

**Grading scale for homeworks out of 10 points** (same for individual or group):

10pts	= A+	= outstanding, insightful, perfect
9	= A	= very good
8	= B	= good
7	= C	= adequate, passing
6	= D	= missing main points
5-0	= F	= less than 1/3 finished and/or correct

### **Participation / Collaboration 5%**

This portion of the grade is a way for me to give you credit for informal/unstructured collaborative work that you do. Participation and collaboration are strong predictors of success

and learning retention, so please make an effort to find a way that works well for you to participate and engage with your colleagues. There are many ways you can do so.

Ways to participate:

- Post questions on the Moodle discussion board
- Share links or resources on the Moodle discussion board
- Answer your peers' questions on the Moodle discussion board
- Come to office hours (group or individual)
- Form a study group with your peers
- Email questions to the instructor
- Ask questions during class
- Volunteer answers to peer questions during class

For the graded component of your participation, I will ask you to self-assess your level of participation. This part of the grade is intended to help you identify what strategies help you learn, and plan ways you can grow and improve in the future.

<b>Final Project 15%</b>
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Your final project is intended to be an original syntactic analysis using the tools we learned in class. You will gather data, analyze the data, and propose a syntactic solution that accounts for the facts. You may write on English or another language, so long as you consult native speakers in gathering your data. The final paper should incorporate prose and diagrams that demonstrate your understanding of the material throughout the quarter.

**Timeline:**

1. In Week 6 you will submit a very short 1-page prospectus (300 words or less) including:
  - a. Any papers you want to read or cite (APA format; 0-2 papers is appropriate)
  - b. What data you will collect and how
  - c. Your research question and hypothesis
2. In Week 9 you will submit an annotated bibliography *or* outline of your paper.
  - a. You should include brief (~150 word) summaries of each paper you will cite.
  - b. If you are citing 2 or fewer papers, you should also include a detailed outline of your paper, showing your plan for analysis, data, or other relevant information.
3. In Week 13 you will submit a preliminary draft of your paper. This lets me give you feedback before the final paper is due.
4. In Week 14 you will finish revising your paper; the final draft will be due in Finals Week.

**Grade breakdown:**

Prospectus = 5 points  
Annotated bibliography/outline = 10 points  
Preliminary draft = 5 points  
Final draft = 25 points

### Short presentation 10%

Each week we will have 2 presentation slots (1 per class meeting). You will sign up for a presentation slot of your choosing, and prepare a very short presentation (5-7 minutes; 4-6 slides) about the reading or related topics.

#### Possible presentation material:

- Defining new terminology that we learned from the textbook this week, and giving examples
- Showing data from a language you know or study that pertains to the syntax topic this week
- Working through a derivation or problem set from the textbook (*not the ones assigned as HW*)
- Summarizing and sharing a syntax or linguistics article you read that relates to course topics
- Showing data that pertains to your final paper project

You may present either synchronously or asynchronously. If you present asynchronously, you must record and share a video with us – we'll watch it together in the Zoom. You should be prepared to answer 1 or 2 questions from me or your colleagues after your presentation, either live in Zoom or later in Moodle.

#### Grade breakdown:

Week 1 sign-ups = 1 point  
Grade for the actual talking/presenting part = 3 points  
Grade for uploading your slides afterwards = 6 points

### Classroom etiquette

Please be considerate of others in the classroom space and other times we share physical space:

- **Please be respectful of the masking and distancing agreements we form as a class.** If you are not able to keep to these agreements, we may as a class decide that it is in our best interest to adjourn for the day to keep everyone safe.
- **If you arrive late, need to leave early, or need to step out of the classroom for any reason,** please do so quietly and non-disruptively. There is no need to be excused or to apologize, and in fact this can interrupt the class activities. If you anticipate that you may need to leave during class, sit near the door so it's easier to go without a ruckus.

- **Please keep your electronic devices silent.** If you need to step out to take an urgent call, you do not need to be excused - just step out of the classroom quietly.
- **Eating and drinking in class depend on our masking agreement.** If you need to eat or drink in a way that conflicts with our mask policy, you are welcome to step outside to do so.
- **Please don't do anything loud, distracting, or disrespectful during class.** This includes distracting stuff on laptops/electronics -- using them for class-related activities is fine.

### Electronic etiquette

This is an in-person class, but will include online components such as Moodle assignments, Zoom meetings, and SLACK messaging.

When using Zoom:

- Please mute your microphone when you're not talking (so we can't hear your cat meowing, etc.)
- We will record any Zoom meetings of the full class. Zoom office hours or one-on-one meetings will never be recorded. If you do not wish to appear in a recording, you can turn off your microphone and camera and ask questions or participate in discussions in alternate channels such as SLACK.
- You will never be required to share your camera, but you are welcome to turn it on if you're talking or presenting.
- If you need to arrive early or leave late to a Zoom meeting you can catch up on the recording afterwards.
- For any Zoom meeting longer than 50 minutes, I will schedule a break so we can stretch and drink water and such. Breaks will never be recorded.

SLACK etiquette:

- SLACK is an online chat server used for professional applications. The class SLACK is to enable all of you to be in contact with one another for things like coordinating group work, helping each other with homework, and other peer-peer interactions.
- Please keep your chat on SLACK appropriate -- this is still an academic space, even if it is somewhat informal at times. If you wish to socialize outside of the context of the class, please use another messaging system.
- Please do not rely on SLACK alone to contact me with urgent issues -- email is your best bet.

Please also keep in mind that Zoom meetings are not encrypted, and SLACK and Moodle are also not encrypted. Never share sensitive information via SLACK, Moodle, email, or Zoom. Moodle is FERPA-compliant, meaning it is the only channel I can legally discuss your grades directly.

## Academic Honesty

Students are expected to maintain the highest standards of academic ethics, honesty, and integrity. Academic misconduct includes (but is not limited to) plagiarism, harassment, cheating, or representing another person's work as your own and will not be tolerated. It is your responsibility to read and understand the College's expectations in this regard. Please familiarize yourself with the College policies:

[https://www.swarthmore.edu/student-handbook/academic-policies#academic\\_misconduct](https://www.swarthmore.edu/student-handbook/academic-policies#academic_misconduct)

Please note that academic collaboration and citation is *not* the same as academic misconduct. If you are collaborating or citing appropriately, this means that all collaborators and sources will be credited, and it will be clear who is responsible for any given work. If you want to submit any collaborative work, you are always welcome to email me for guidance on how to appropriately give credit to whoever you're working with.

## Accommodations for Disabilities

My aim is for this course to be accessible to all students regardless of disabilities, and to this end I will be flexible around your limits. To formally request academic accommodations due to a disability, you can contact Student Disability Services. Information here:

<https://www.swarthmore.edu/office-academic-success/welcome-to-student-disability-services>

If you believe you need accommodations for a disability or a chronic medical condition, please contact Student Disability Services (Parrish 113W) via email at [studentdisabilityservices@swarthmore.edu](mailto:studentdisabilityservices@swarthmore.edu) to arrange an appointment to discuss your needs. As appropriate, the Office will issue students with documented disabilities or medical conditions a formal Accommodations Letter. Since accommodations require early planning and are not retroactive, please contact Student Disability Services as soon as possible. For details about the accommodations process, visit the Student Disability Services website. If you need accommodations and aren't signed up with SDS yet, contact me and we will figure out an arrangement that is suited to your needs.

Please note that your personal medical information is protected under both HIPAA and FERPA. I will not ask you for medical documentation or details, and other instructors should not do so either. If you are ever concerned about an instructor asking for an inappropriate level of information about your health or medical information, please reach out to Student Disability Services (above) or the Student Affairs office for support.

## Accommodations for Religious Observances

Fall Semester includes many religious holidays and observances which coincide with class meeting times and other academic activities. Please read carefully through the class schedule (below) and note any class meetings or assignments that will conflict with religious holidays or observances that you will participate in this semester; ***reach out to me at least 1 week in advance*** of the holiday so we can make alternate arrangements for you to participate without conflict.

## Course Outline

Week	Day	Date	Topic	Reading	Assignments
1	Tuesday	Aug 31	Intro / syllabus day	none	
1	Thursday	Sep 2	What is syntax	acquire textbook, poke around a bit	Moodle introduce yourself
2	Tuesday	Sep 7	Generative Grammar	Carnie Ch 1	
2	Thursday	Sep 9	Generative Grammar		HW 1 due: CPS 2 'Anaphora' pp36-37, CPS 3 'Yourself' p 37 (Chapter 1)
3	Tuesday	Sep 14	Parts of Speech	Carnie Ch 2	
3	Thursday	Sep 16	Parts of Speech		HW 2: CPS 2 'Nominal Prenominal Modifiers', p. 67 (Chapter 2) GPS 12 'Subcategories of Verbs' p. 66 (Chapter 2)
4	Tuesday	Sep 21	Constituency, trees, rules	Carnie Ch 3	
4	Thursday	Sep 23	Constituency, trees, rules		HW 3: GPS 6 'English' (do only examples e, j, l, m, o) p. 109 (Chapter 3) GPS 14 'Dutch' pp. 112-113 (Chapter 3)
5	Tuesday	Sep 28	Constituency, trees, rules		



5	Thursday	Sep 30	Constituency, trees, rules		HW 3.5 - TBA
6	Tuesday	Oct 5	Structural relations	Carnie Ch 4	
6	Thursday	Oct 7	Structural relations		HW 4: GPS 14 'Structural Relations' p. 143 (Chapter 4) GPS 16 Hiaki , pp. 143-144
	Tuesday	Oct 12	No class- fall break		
	Thursday	Oct 14	No class- fall break		fall break - nothing due, but start your prospectus
7	Tuesday	Oct 19	Binding Theory	Carnie Ch 5	
7	Thursday	Oct 21	Binding Theory		Paper prospectus due
8	Tuesday	Oct 26	X-bar theory	Carnie Ch 6	
8	Thursday	Oct 28	X-bar Theory		HW 5: CPS 4 Japanese , p 160-161(Chapter 5) GPS 7 'Trees', p. 203, Chapter 6. Only do examples b, c, e, f.
9	Tuesday	Nov 2	X-bar Theory		
9	Thursday	Nov 4	Extending X-bar	Carnie Ch 7	HW 6: GPS 7 'Trees', p. 203 (examples i, k)(Chapter 6) CPS 2 'Complement AdjPs? p. 204-205 (Chapter 6)
10	Tuesday	Nov 9	Extending X-bar		
10	Thursday	Nov 11	Constraining X-bar	Carnie Ch 8	Annotated bibliography / paper outline due
11	Tuesday	Nov 16	Constraining X-bar		
11	Thursday	Nov 18	Auxiliaries and Functional Categories	Carnie Ch 9	HW 7: GPS 3 'Clause Types', p. 223(Chapter 7) GPS 5, 'Trees 1' , p. 223 (examples d, e, f, h) (Chapter 7) GPS 5 'Theta Criterion', p. 244 (Chapter 8)

12	Tuesday	Nov 23	Auxiliaries and Functional Categories		
12	Thursday	Nov 25	No class- thanksgiving		No class - work on your paper :)
13	Tuesday	Nov 30	TBD based on class interest	TBA	
13	Thursday	Dec 2	TBD based on class interest		HW 8: TBA
14	Tuesday	Dec 7	Last class: TBD based on class interest		Preliminary draft due
Finals		Dec 14-16	Finals week		Final draft due; exact date/time TBA