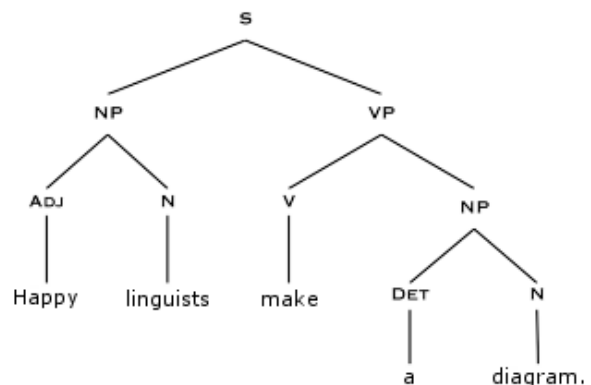


Meetings: T/R 11:30a–12:45p
Woodburn Hall (WH) 002

Professor: **Ann Burger** (she)
Email: acbunger@indiana.edu
Office: Ballantine Hall (BH) 520
Office hours: M–R 10–11a, or by appointment



Course Objectives

This course examines the syntax (sentence structure) of human language. We will explore the ways in which syntactic structure reflects a common human cognitive capacity, as well as how individual languages differ—in precise and limited ways—from each other. During the course you will be exposed to basic concepts and terminology, practice the modes of argumentation and methods used in syntactic analysis within the framework of generative grammar, and develop some basic skills in solving syntactic puzzles. Emphasis will be placed on providing a hands-on experience of constructing and evaluating grammatical analyses.

Student Learning Outcomes

By the end of the semester, you will be able to:

- Describe and evaluate various syntactic concepts.
- Identify lexical, syntactic, and semantic units and their contribution to sentences.
- Apply syntactic rules and principles to create representations of grammatical structures
- Create rules and principles that account for regularities in sentence structure
- Evaluate competing hypotheses about syntactic structures.
- Develop arguments in support of accounts of syntactic data.

Teaching and Learning Methods

Over the course of this semester, we'll be building up a grammar of English together. In some class meetings, we'll establish a shared understanding of syntactic concepts, and in others we'll actively engage in applying those concepts. Many students in this course find that working with or simply near others helps them learn: I encourage you to work together on assignments and to come in groups to office hours.

Course Outline

Dates and identities of readings may change as the semester progresses. Schedule does not include information about weekly Participation sets, which will be due by **Mondays at 4p.**

Date	Topic	Readings	Due Dates
Week 1 Aug 21–25	Overview of the goals and methods of generative grammar	Carnie ch1 (optional: Chomsky ch1&2)	
Weeks 2&3 Aug 28– Sept 8	Review: categories & constituents, phrase structure rules, trees	Carnie ch2&3 (optional: Pinker ch4)	HW1 due R 9/7
	NO CLASS T Sept 5		
Week 4 Sept 11–15	Trees, grammar building		HW2 due T 9/19
Week 5 Sept 18–22	Structural Relations	Carnie ch4	HW3 due T 9/26
Week 6 Sept 25–29	Binding EXAM 1 (no class R 9/28)	Carnie ch5	
Weeks 7&8 Oct 3–13	X-bar Syntax	Carnie ch6	Exam 1 due T 10/3
Week 9 Oct 16–20	Functional Categories		HW4 due T 10/17
Weeks 10&11 Oct 23–Nov 3	Movement EXAM 2 (no class R 11/2)	Carnie ch10&12	HW5 due T 10/31
Week 12 Nov 6–10	Grammatical Relations	Tallerman ch6	Exam 2 due T 11/7
Week 13 Nov 13–17	Theta Theory	Haegeman ch1 (optional: Carnie ch8)	
	Thanksgiving (Nov 20–24) NO CLASS		
Weeks 14&15 Nov 27– Dec 8	Raising & Control	Carnie ch15	HW6 due T 12/5; extra credit due by 5p F 12/8
T Dec 12	EXAM 3 due by 12:20p		

Course Requirements

Required textbook

Carnie, A. (2021). *Syntax: A generative introduction*, 4th Edition. Wiley-Blackwell.

Note: You should be able to find the 4th edition at the IU Bookstore and in various online locations. If you are unable to afford this new edition, IUCAT offers an ebook version of the 3rd edition that should suffice. Any supplemental readings will be made available on Canvas.

Evaluation

Participation	10%
Homework Assignments (6)	45%
Exams (3)	45%
Extra Credit	up to 3 points added to final grade

Attendance & Participation

Because we will be building a grammar together over the semester, regular attendance and participation will be critical for the success of the course (and your success in it). When possible, please let me know in advance if you must miss class, and please keep in touch about emergencies or documented illnesses. Final grades may be lowered up to 10% in cases of noticeably poor attendance (let's say, more than 8 absences).

In most weeks, you'll be honing your understanding of syntactic concepts and skills by engaging in a tree-drawing (and re-drawing) activity. You'll draw trees for a set of sentences, correct your trees after comparing them to an answer key, and then write a brief reflection on the revisions you made. Active and repeated application of skills over an extended period of time will help them to stick, and writing about your errors will help you to review concepts and practice using the appropriate terminology to talk about them. Credit will be based on consistent participation in the activity and not accuracy on the initial pass.

Homework Assignments

There will be 6 homework assignments. Homeworks will not be a rehash of material we have covered in class, but will instead consist of problem sets in which you will be asked to apply methods of syntactic analysis we have practiced in class to puzzle out an unfamiliar syntactic phenomenon and use appropriate syntactic argumentation to justify your solution. Unless otherwise specified, you are expected to hand in your assignments by the beginning of class on the day they are due. Late homeworks will receive a lowered grade (one letter grade for each day late).

Your homeworks are likely to contain a combination of text and trees. All text should be typed, in a readable double-spaced font (when in doubt, stick with something like Times New Roman or Arial). Trees may be hand-drawn on unlined paper and placed in the appropriate places in the text or created with computer-assisted programs and copy-pasted into the text. One elegant web resource that allows you to copy and paste your trees as pictures into documents can be found here: <http://ironcreek.net/syntaxtree/>

If you must scan your trees, be mindful of how easy they are to see. For example, dark photographs of lightly-drawn trees on lined paper are not as easy to see as scans of boldly-drawn trees on unlined paper. If I cannot read your tree, I cannot grade it.

You are encouraged to work in groups on your homework assignments, but each group member must write up the results and draw trees independently. If you do work in a group, list the names of each group member at the top of your report.

Exams

There will be three take-home exams, all of which will take the form of problem sets. Exams will also ask you to apply skills and concepts to data that go beyond the specific material we have covered in class. The main difference between these and homeworks is that you should work on exams on your own (or in my office hours). Exams will be made available on Canvas on Thursdays and will be due by the beginning of class the following Tuesday. Class will be optional on the day that exams are made available.

Make-up exams will only be given when discussed with me **before the test**, or in the event of an emergency or documented illness. Likewise, if you would like to reschedule homework due dates or exams for religious observances, please let me know at least two weeks in advance so that we can work together to make the proper accommodations.

Extra Credit

More information about this will be given out after Exam 2. It will involve tree-drawing and won't be easy. 😊

Additional Policies and Resources

Accessibility

<http://studentaffairs.indiana.edu/disability-services-students/index.shtml>

This semester is likely to be chaotic in ways that we can't yet anticipate. Please know that I care about your mental, emotional, and physical health and are open to finding creative solutions to any issues that may come up. I am dedicated to making sure this course and its associated content are accessible to all students. If you encounter any material that is not easily accessible to you (e.g., file sizes too large for internet capacity, text incompatibility with e-readers), or if there are other issues that affect your ability to make progress, please let me know as soon as possible so that we can find a solution. In addition, any student who would like to discuss accommodations for a qualified disability is requested to speak directly to the **Office of Disability Services for Students** (Wells Library, Suite W 302; iubdss@indiana.edu; 812-855-7578) and to me as early as possible in the semester (preferably within the first week of class). These services are confidential, but they may take time to put into place, and they are not retroactive.

Attendance

Regular engagement is essential to achieving the learning outcomes of this course. You are expected to attend and to arrive on time for all lectures and discussion sections. When possible, please inform me in advance if you must miss class. You are responsible for all notes, announcements and handouts given out in class. If you would like to obtain materials for a class that you missed for reasons other than an emergency or documented illness, first speak to a friend in the class. And please visit my office hours if there is something that requires clarification! Final grades may be lowered up to 10% in cases of noticeably poor attendance.

Students missing class for a religious observance can find the officially approved accommodation form by going to the Vice Provost for Faculty and Academic Affairs webpage for religious accommodations (<https://vpfaa.indiana.edu/faculty-resources/teaching-resources/religious-observances-information.html>). The form must be submitted at least 2 weeks prior to the anticipated absence.

Emotional Wellbeing and Support

<http://healthcenter.indiana.edu/counseling/>

If you are struggling with your emotional well-being, please consider contacting IU's Counseling and Psychological Services (CAPS: 812-855-5711). The instructional team for this course is happy to listen to you, but we have no counseling training and the folks at CAPS do. In addition, we may be legally required to report certain things that you share with us (e.g., reports of sexual assault, suicidal thoughts).

Inclusion

Respect for cultural and biological diversity are central to the field of Linguistics. From both a scientific and a human perspective, there is value in considering the different opinions, backgrounds, and experiences that individuals contribute to the classroom. As we share ideas in this course, we may not always agree with each other, but we will work together to maintain an atmosphere of openness and respect for all perspectives. If you witness or experience a bias incident on campus, you may report it online at biasincident.indiana.edu or by calling the Dean of Students Office (812-855-8187).

Land Acknowledgement

We wish to acknowledge and honor the Indigenous communities native to this region, and recognize that Indiana University Bloomington is built on Indigenous homelands and resources. We recognize the myaamiaki, L  nape, Bodw  wadmik, and saawanwa people as past, present, and future caretakers of this land.

Misconduct of various sorts

<http://www.iu.edu/~code/code/responsibilities/academic/index.shtml>

As a student at IU, you are expected to adhere to the standards and policies detailed in the Code of Student Rights, Responsibilities, and Conduct, including responsibilities to uphold and maintain academic and professional honesty and integrity. When you submit an assignment with your name on it, you are signifying that the work contained therein is yours, unless otherwise cited or referenced. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged. More information about the Code and how instances of alleged violations are handled is available online. In particular, Part II-G of the Code provides detailed descriptions of types of academic misconduct that will not be tolerated, including cheating, fabrication, and plagiarism. Ignorance of what constitutes misconduct is not a valid excuse. All suspected violations of the Code will be handled according to University policies. Sanctions for academic misconduct may include a failing grade on the assignment, reduction in your final course grade, or a failing grade in the course, among other possibilities, and must include a report to the Dean of Students, who may impose additional disciplinary sanctions.

In addition, you should be aware that selling the instructor's notes/study guides or uploading course assignments to the web in exchange for access to materials for other courses is not permitted.

Violations of this policy will be reported to the Dean of Students (Office of Student Conduct) as academic misconduct (Violation of Course Rules). Additionally, you should know that selling a faculty member's notes/study guides individually or on behalf of one of these services using IU email, or via Canvas may also constitute a violation of IU information technology and IU intellectual property policies; additional consequences may result.

Sexual Misconduct and Title IX

As your instructor, one of my responsibilities is to create a positive learning environment for all students. IU policy prohibits sexual misconduct in any form, including sexual harassment, sexual assault, stalking, sexual exploitation, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, the University can help. If you are seeking help and would like to speak to someone confidentially, you can make an appointment with the IU Sexual

Assault Crisis Services at (812) 855-5711, or contact a Confidential Victim Advocate at (812) 856-2469 or cva@indiana.edu.

It is also important that you know that University policy requires me to share certain information brought to my attention about potential sexual misconduct, with the campus Deputy Sexual Misconduct & Title IX Coordinator or the University Sexual Misconduct & Title IX Coordinator. In that event, those individuals will work to ensure that appropriate measures are taken and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the University can respond and assist. I encourage you to visit <http://stopsexualviolence.iu.edu/index.html> to learn more.

Student Academic Center

<https://sac.indiana.edu/>

If you are struggling academically, or just want to hear about new learning strategies, perspectives, and behaviors that can facilitate academic success, the Student Academic Center offers a range of free on-line and face-to-face resources to support student academic success.

Student Assistance (Administrative, Financial, Food Insecurity, etc.)

<https://studentaffairs.indiana.edu/student-advocates/>

The Student Advocates Office (SAO) can help students work through personal and academic problems as well as financial difficulties and concerns. SAO also assists students working through grade appeals and withdrawals from all classes. SAO also has emergency funds for IU students experiencing emergency financial crisis.

<https://studentaffairs.indiana.edu/student-support/crimson-cupboard/index.html>

If you have limited access to nutritionally adequate or safe foods, you might be interested in visiting Crimson Cupboard, an on-campus food pantry (located in Campus View Apartments, 800 N. Union St.) that offers free healthy food to IU Bloomington students. Students can visit the pantry once a week.

Student Rights

Any student who believes another person in a class is threatening their personal safety or the class may step out of class without consequence.

Technology

It is your responsibility as a member of our classroom community to avoid the use of technological devices that may distract others. Photos, videos, and audio recordings may not be made of this class without prior permission from Dr. Bunger.