

Syntactic Structures

LING 111



Syllabus

UCSC Department of Linguistics

Spring 2020

Updated 05/30/20

Welcome to Syntactic Structures! I (the instructor, Jake) acknowledge that this is a strange and challenging time to be a student. None of you signed up for an online class, but it is my goal to adapt to the online modality in as beneficial a way as possible. It is also a difficult time to be a teacher. This class has never been offered online before, so there will probably be some hiccups along the way. I will appreciate your patience.

My plan is to mix synchronous instruction (live meetings over Zoom, represented as  in the schedule at the end of the syllabus) with asynchronous instruction (relatively short, recorded instructional videos posted to Canvas, represented as  in the schedule). At a minimum, synchronous instruction for lecture will occur once a week on Friday, and on an as-needed basis on Monday and Wednesday (expect communication about this a week ahead of the Zoom lecture). Sections (mandatory) will happen weekly starting in Week 2; these will always be done synchronously at the official times indicated in the course schedule (Pacific Daylight Time).

Although the goals of this class—and the expectations placed on you—are the same as they usually are, my goal is to be flexible and accommodating during the coronavirus pandemic. **This requires effective communication from you:** in order for us to make accommodations, you must email or message us in advance of a deadline or scheduled meeting. If you cannot attend a scheduled lecture or section, or if you will be late, inform me or your TA. If you are unable to complete an assignment or quiz by the deadline, let me know. I hope the theme here is clear: in order for us to accommodate you, we need to be in communication.

People

Role	Name	Contact	Office hours	Zoom link
Instructor	Jake Vincent	jwvincen@ucsc.edu	Mondays 11:00am–12:00pm	[Jake's Room]
TA	Nick Van Handel	nvanhand@ucsc.edu	Mondays 2:00pm–3:00pm	[Nick's Room]
TA	Ben Eischens	beischen@ucsc.edu	Thursdays 2:00pm–3:00pm	[Ben's Room]

Live meetings

Meeting	Leader	Day	Time	Zoom link	Password
Lecture	Jake	Friday	9:20am–10:25am	[Lecture Room]	697414
Section A	Ben	Wednesday	2:40pm–3:45pm	[Section A Room]	781062
Section B	Ben	Wednesday	4:00pm–5:05pm	[Section B Room]	931862
Section C	Nick	Thursday	8:30am–9:35am	[Section C Room]	737621
Section D	Nick	Thursday	11:40am–12:45pm	[Section D Room]	496113

Asynchronous lectures

Lecture videos will be released **every Monday and Wednesday** of the quarter. These videos will be accompanied by a quiz, the goal of which is to measure the effectiveness of the videos and to help stimulate your learning of the material. You'll be allowed to re-take these quizzes once. Although the official plan is for these quizzes to be due on Wednesdays (for Monday videos) and on Fridays (for Wednesday videos), the quizzes will always be due at least 48 hours after the release of the video—so if one of the videos is released late, the deadline for the quiz will be pushed ahead accordingly.

Course description

This course is an introduction to **syntax**, the branch of linguistics whose focus is structure, and more properly to the theory of syntax known as **generative grammar**. Generative grammar is a formal theory of grammar whose goal is to explain what constitutes the human capacity to learn and use language. It is thus fundamentally a theory of (part of) the mind. This approach, initiated by the linguist Noam Chomsky, has not only significantly affected the field of linguistics, but all disciplines touching cognitive science (psychology, philosophy, computer science, etc.).

This course is most basically about how languages are systematically alike in their basic sentence structure and the ways in which they are systematically different. Our approach in the course will be to build up a partial formal theory of sentence structure—i.e., a *grammar*—which attempts to model what a native speaker knows about their language (though not necessarily consciously). We will consider data not only from English, but a number of other languages.

This course achieves its goals through lecture *and* through discussion of the weekly homework assignments, which directly involve the student in analysis of linguistic data; and in the construction and testing of syntactic theories.

There is **no reading** in this course and **no textbook**. The work for the course consists of written assignments, quizzes, a midterm, and a final.

This course satisfies the MF General Education Requirement (Mathematics and Formal Reasoning), which means it is expected to “teach students to think with rigor and precision, using formal or mathematical models to teach the value of logical reasoning and dispassion-

ate analysis.”¹. It is also a named upper-division requirement in the Language Studies and Linguistics programs; it allows you to take LING113 (Syntax 2). The prerequisite is satisfaction of the Entry Level Writing and Composition requirements.

Course web site and communication

The online hub for this course will be Canvas. Communication between course staff and you will primarily occur on Canvas, but may occur by email. All work will be assigned and submitted on Canvas unless alternative arrangements are made with the course instructor (Jake). **Make sure you are receiving notifications and/or emails from Canvas so that you can receive notifications for the course reliably.**

Requirements, evaluation, and responsibilities

You will be evaluated on the following criteria. The percentages indicate how much of your final grade is made up of each component. Assignments and exams are obligatory, which means that **you must complete each assignment and take the final exam to pass the course.**

1. **Attendance and participation** 7.5%

This part of your grade is for attendance and participation in both **lecture** and **section**. Attendance will be taken on Zoom. Attend each meeting and participate in a serious way. Almost everything interesting or important in this course happens in the collaborative exchange among instructors and students. **If you are unable to attend lecture or section, please let the instructor know in advance.**

2. **Quizzes** 7.5%

Since this version of the class must occur entirely online and includes some asynchronous instruction (videos), quiz credit is somewhat equivalent to participation credit for days when we don't have lecture on Zoom. Graded quizzes are a way that we can ensure that you are viewing the asynchronous content.

3. **Written assignments** 60%

There will be one assignment each week, with the exception of the week leading up to the midterm exam (this is seven written assignments in total); they are obligatory. Late homework is not accepted except by pre-arrangement and with good reason. All homework submission will be handled through Canvas.

The assignments are weighted in a graded fashion: the first **two** assignments will be weighted at 6.25% each, and the remainder are weighted at 9.5% each (of the 60%). We will drop your lowest score to compute your final average, but **we must receive all assignments from you** (you cannot get a zero on one and have that dropped).

4. **Midterm exam** 12.5%

The midterm is obligatory. It will be similar to a written homework assignment and will

¹<https://catalog.ucsc.edu/Current/General-Catalog/Undergraduate-Information/Undergraduate-Academic-Program/General-Education-Requirements>

be due on Sunday, May 3, 2020. Even though it is similar to a written assignment, the midterm grade cannot be dropped.

5. **Final exam** 12.5%

The final is obligatory. It will be similar to a written homework assignment and will be due on Wednesday, June 10, 2020. Even though it is similar to a written assignment, the final grade cannot be dropped.

6. **Extra credit** (up to 2%)

You will have the opportunity to participate in one experiment to receive extra credit in the class. The details will be posted on Canvas as an announcement. To participate in experiments, you must sign up for an account on <https://ucsc-ling.sona-systems.com>.

There will also be an **extra credit assignment** that you can use to replace the grade of one of your written assignments, including assignments that you received a zero on due to non-submission.

Written assignment evaluation

Each homework will be given an overall evaluative term, and we will provide a rubric in advance so you can understand what we're looking for. The grades will be assigned in a manner that corresponds to the quality of work as follows.

Excellent	9.5 pts (A)
Very good/Excellent	9.2 pts (A-)
Very good.....	8.8 pts (B+)
Good	8.5 pts (B)
Fairly good/Good	8.2 pts (B-)
Fairly good.....	7.8 pts (C+)
Fair, satisfactory, pass, okay	7.5 pts (C)
Weak.....	6.5 pts (D)
Unsatisfactory	0-5 pts (F)

We will, on rare occasion, assign the assignment a perfect score (Outstanding; 10 pts) for practically flawless work. **We encourage students to take this course P/NP if doing so is compatible with their degree requirements.** Students taking this course P/NP must do C-level work in order to receive a Pass. The histogram below shows the distribution of written homework evaluations for seven homework assignments in Spring 2019, with some terms collapsed. (This is only FYI: there is no grading quota.)

An important note on course ethos

Linguistics is a collaborative, scientific discipline. In this course, you will learn how to form and challenge hypotheses, how to construct and support a theory, and how to present arguments in clear prose.

To achieve these goals, it is important that we embrace the value of open, collaborative and respectful exchange among all course participants. The course staff want you to feel welcome and unafraid to contribute candidly to class discussions. It is ideas we are evaluating,

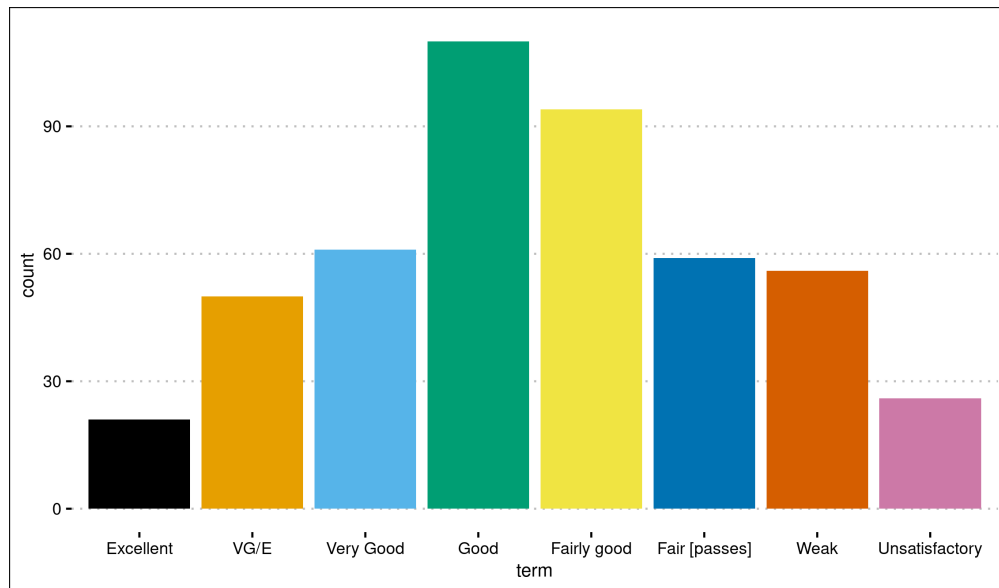


Figure 1: Distribution of grades for seven homework assignments in Spring 2019

never individuals. Do not engage in any behavior (laughter, gestures, eye-rolls) that would make others feel uncomfortable or the subject of ridicule. If I detect any such behavior, I will call it out.

As an important facet of this atmosphere, it is important that all course participants—students and instructional staff alike—prepare thoughtfully for their interactions with other another. This includes meetings in lecture, section, office hours; in written work, whether it be student assignments, staff evaluations of student work, or in messages.

If you have any question or concerns about the above, at any time during the course, **please do not hesitate to talk with one of the course staff.**

Coursework and academic integrity

Students are encouraged to form study groups and to discuss the homework assignments within those groups. **However, each student must write up all assignments on their own.**

- Copying or paraphrasing any portion of another student's work constitutes a violation of academic integrity. You are allowed to use another classmate's observations if you explicitly credit them in your assignment using a parenthetical citation or footnote (see Writing Guidelines below).
- No student may have access to any other student's written work while writing up their own assignment.
- No work which violates academic integrity can count in fulfillment of course requirements.

The Academic Integrity website contains the policies and procedures that bind us both if the instructor has evidence of academic dishonesty: <https://ue.ucsc.edu/academic-misconduct.html>.

Writing guidelines

Writing is important in this course, as it serves as part of the upper-division disciplinary communication (DC) requirement for Linguistics and Language Studies majors. The requirements for acceptable assignments below are stringent, but they reflect a simple principle: preparing a neat and thoughtfully presented assignment not only helps us give you a fair evaluation, but it also allows us to spend our time thinking about your argument and providing guidance to help you master the course material.

1. Solutions to homework assignments should be presented in coherent prose: groups of complete sentences that lay out your thinking clearly, explicitly, and in an organized fashion.
2. Submit professional work. Your prepared assignments should contain no spelling errors or mistakes in grammar and punctuation. If you are unsure about your skills, please consult a writing tutor.

TO MEET GUIDELINES 1 AND 2, YOU MAY FIND IT NECESSARY TO DO AT LEAST ONE OR TWO DRAFTS.

3. Work must be submitted via Canvas as a Google Doc (not a PDF or Word Document). This allows us to provide written feedback on your solution in the form of comments or in-line annotations.
4. When you are referring to words as words, either italicize or underline them, as in, "The word *likely* has two syllables," or "In this sentence, the word hammer is the head of a noun phrase."
5. If you make use of someone else's ideas or observations, give them explicit credit in your solution, either by using their name in a parenthetical citation or in a footnote. If you have worked with other people on a homework assignment, please list their names on the top of the first page of your homework as collaborators.

WORK THAT DOES NOT MEET THESE GUIDELINES CAN BE REJECTED.

Support

Consult with the course personnel

We want you to feel very welcome to consult with the instructor and TAs at any juncture. If you get into difficulty or feel confused, it is entirely appropriate to seek help. We hope you won't hesitate to do so.

Please join us in Office Hours, as listed on page 1. We like meeting you one-on-one, and are always happy to talk about any issues raised by course material, even if it's just to satisfy your curiosity.

We can guarantee you that students who come to office hours feel more a part of the course, learn more, and improve their course performance. Feel free to come by without a specific question and just introduce yourself.

Tutoring

You have the opportunity for free additional tutoring to help you master the material for this course. This resource is available through Learning Support Services (<https://lss.ucsc.edu/programs/supported-classes/index.html>). The kind of tutoring being offered this quarter is Small Group Tutoring (SGT), and the tutor assigned to the course is **Koy Rugama** (krugama@ucsc.edu).

DRC

UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me privately during my office hours or by appointment, preferably within the first two weeks of the quarter. At this time, we would also like to discuss ways we can ensure your full participation in the course. We encourage all students who may benefit from learning more about DRC services to contact DRC by phone at (831) 459-2089 or by email at drc@ucsc.edu.

I also encourage you to discuss with me ways we can ensure your full participation in this course. I encourage all students who may benefit to learn about the DRC and the UCSC accommodation process. You can visit the DRC website at <https://drc.ucsc.edu>. You can make an appointment and meet in person with a DRC staff member. The phone number is (831) 459-2089, or email drc@ucsc.edu.

Slug Support program

College can be a challenging time for students and during times of stress it is not always easy find the help you need. The UCSC Slug Support Program was created to promote early intervention with students of concern to prevent culminating problems from escalating into a crisis. The goal of the Slug Support Program is to identify students of concern and develop an action plan focusing on retention through provision of support and resources. UCSC's Slug Support Program is a two-part, comprised of both an individual **Slug Support Coordinator** and the **Slug Support Team**. While the Slug Support Program does not provide counseling directly to students, we work very closely with **Counseling and Psychological Services** to get students the emotional and psychological support they need. Referrals to the Slug Support Program can be made both by the student and/or someone in the UCSC campus community. If you are student or know a student who is need of support and/or resources, you can start by navigating to the **referral page** for instructions on making a referral for our services. This site has been established to make the UCSC Slug Support Program and available resources more accessible to students, faculty, staff and community members. If you have questions or would like more information on the Slug Support Program, please contact the **Dean of Students Office** at (831) 459-4446 or you may send us an email at deanofstudents@ucsc.edu.

Policies

Attendance

Attendance will be taken at each Zoom meeting (lecture and section). If you are not present for the whole meeting, we will assign partial credit for attendance.

Title IX

Please be aware that under the UC Policy on Sexual Violence and Sexual Harassment, faculty and student employees (including Teaching Assistants, Readers, Tutors, etc.) are “responsible employees” and are required to notify the Title IX Officer of any reports of incidents of sexual harassment and sexual violence (sexual assault, domestic and dating violence, stalking, etc.) involving students. Academic freedom exceptions exist for disclosures made within a class discussion or assignment related to course content; under those conditions only, a report to the Title IX Officer is not required. The Campus Advocacy Resources and Education (CARE) Office (831) 502-2273, care@ucsc.edu can provide confidential support, resources, and assist with academic accommodations. To make a Title IX report, please contact the Title IX Officer at (831) 459-2462, or use [this online reporting link](#).

Non-sale of notes

It has come to our attention that students may mistakenly believe that UCSC partners with companies like Notehall, Chegg, CourseHero, etc. to provide notes for the class. Please be advised that the campus is not affiliated in any way with any of these companies or their affiliates. Please note that students may be disciplined for selling, preparing, or distributing course lecture notes for any commercial purpose, whether or not the student himself or herself took the notes. The unauthorized sale of lecture notes (and handouts, readers or other course materials) is a violation of campus policies (Student Judicial Handbook, sections 102.17 and 102.018). Judicial action for violating campus policies may include disciplinary probation, suspension, or dismissal, which may have serious effects on your academic careers. The sale of classroom notes is also a violation of state law (Cal. Educ. Code, section 66450) and may be associated with civil penalties of up to \$25,000 depending on the number of offenses. It may also constitute copyright infringement subject to legal action.

Please do not confuse Notehall, Chegg, CourseHero, or any other note-providing company with the note taker program affiliated with the campus’ Disability Resource Center (DRC). The DRC hires note takers for eligible students with disabilities who need notes for a specific class. See the [DRC website](#) for more information. These companies are in no way affiliated with the DRC.









Academic misconduct

Academic integrity is the cornerstone of a university education. Academic dishonesty diminishes the university as an institution and all members of the university community. It tarnishes the value of a UCSC degree. All members of the UCSC community have an explicit responsibility to foster an environment of trust, honesty, fairness, respect, and responsibility. All members of the university community are expected to present as their original work

only that which is truly their own. All members of the community are expected to report observed instances of cheating, plagiarism, and other forms of academic dishonesty in order to ensure that the integrity of scholarship is valued and preserved at UCSC. In the event a student is found in violation of the UCSC Academic Integrity policy, he or she may face both academic sanctions imposed by the instructor of record and disciplinary sanctions imposed either by the provost of his or her college or the Academic Tribunal convened to hear the case. Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student's transcript.

Schedule

Week	Day	Date	Method	Assigned	Due	Module
1	M	03/30		Survey Quiz 1 Module 0		Module 0: Orientation to Online Learning Module 1: Orientation to Syntactic Structures
	W	04/01		Quiz 2	Survey Quiz 1	
	F	04/03		HW 1	Quiz 2 Module 0	
2	M	04/06		Quiz 3		Module 2: Core Ideas
	W	04/08		Quiz 4	Quiz 3	
	F	04/10		HW 2	Quiz 4 HW 1	
3	M	04/13		Quiz 5		Module 3: Starting a Grammar
	W	04/15		Quiz 6	Quiz 5	
	F	04/17		HW 3	Quiz 6 HW 2 (Sun)	
4	M	04/20		Quiz 7		
	W	04/22		Quiz 8	Quiz 7	
	F	04/24		Midterm	Quiz 8 HW 3 (Sun)	
5	M	04/27		Quiz 9		Module 4: Extending Our Grammar's Empirical Coverage
	W	04/29		Quiz 10	Quiz 9	
	F	05/01		HW 4	Quiz 10 Midterm (Sun)	
Normal Zoom lecture ↑ this ↑ Friday. Midterm changed to take-home midterm.						
6	M	05/04	(NA)	Quiz 11		
	W	05/06		Quiz 12	Quiz 11	
	F	05/08		HW 5	Quiz 12 HW 4	
7	M	05/11		Quiz 13		Module 5: A Big Leap
	W	05/13			Quiz 13	
	F	05/15		HW 6 Quiz 14	HW 5 (Sun)	

Week	Day	Date	Method	Assigned	Due	Module
8	M	05/18		Quiz 15	Quiz 14	Module 5: A Big Leap
	W	05/20		Quiz 16	Quiz 15	
	F	05/22		HW 7	Quiz 16 HW 6 (Sun)	
9	M	05/25	—	Quiz 17		
	W	05/27		Quiz 18	Quiz 17	
	F	05/29			Quiz 18 HW 7	
10	M	06/01		Quiz 19		
	W	06/03		Quiz 20	Quiz 19	
	F	06/05			Quiz 20	
11	FINAL DUE 06/10 11:59PM					