

LING9601B – Syntax
The grammar of raising and control

Instructor: Ileana Paul
Office: UC2220

Email: ileana@uwo.ca
Phone: x83222

The main goal of this course is to familiarize the students with current syntactic theory, by investigating the notions of raising and control and how they been analyzed over the past 60 years. Students will be expected to read original literature in the Principles and Parameters/Minimalism frameworks and will learn about different approaches to syntax (e.g. Relational Grammar, Lexical-Functional Grammar). Students will also learn to apply what they have learned to new data from different languages.

By the end of the course students should

- feel confident reading formal syntactic literature
- be able to apply theoretical analyses to original data
- be able to critique and present research papers
- feel confident about doing original research within the frameworks provided
- be able to communicate their research results (in the form of abstracts, squibs, and oral presentations)

Format of the course:

- lectures
- discussion groups on concepts introduced in the papers
- presentation of language logs
- solving empirical problems in class and at home (assignments)
- student presentations of relevant literature
- original research

Grading is based on:

Participation	5%
3 language logs @ 5% each	15%
1 group presentation	10%
2 assignments @ 10% each	20%
Final paper	
- topic (one sentence)	2%
- proposal (one paragraph)	3%
- outline (2 pages)	5%
- class presentation	10%
- written version	30%

Language log: Each student will identify a language that they will report on throughout the course. The logs will be based on the reading materials: the student will find data from the language that is relevant to issues discussed in a particular chapter or reading.

Assignments: Exercises based on the material studied in class.

Requirements for group presentations: The goal is to present the central proposal of one of the papers listed below, identify the empirical issues involved, and work through one or two examples in detail. The presentations will be 15 minutes each, followed by discussion. The group must provide a handout or use PowerPoint.

Requirements for individual presentations: Each student will give a presentation of their research paper. The presentation will be 15 minutes, followed by a 5-minute discussion period. A handout or PowerPoint is required.

Requirements for the research paper: The goal is to identify an empirical or theoretical problem concerning raising or control, present a data set that bears on it, assess the implications of the analysis and work through at least one representation using the relevant syntactic formalism. Format: 20 pages maximum, 12-point font, 1.5 line spacing, 1-inch margins. Due December 17.

Statement on the Use of Generative Artificial Intelligence (AI)

In this course, we recognize the potential benefits of generative AI to support your learning; however, there are some instances where the use of generative AI will detract from learning of key knowledge and skills, particularly skills where it's important for you to accomplish a task unassisted. Each assignment will clearly outline the expectations and restrictions around generative AI use for that assignment. However, there is no requirement in this course to use generative AI for the completion of any task. Any time you do use generative AI, you will be expected to properly cite its use, similar to the use of any other resources. You will also be responsible for addressing any inherent biases, inaccuracies, or other issues in the output. Violating the acceptable use of generative AI stated in your assignment requirements may result in academic penalties as laid out in Western University's academic integrity and scholastic offensive policies.

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

Textbook (available at no cost online via Weldon):

Davies, W. and S. Dubinsky. 2004. *The grammar of raising and control*. Malden, MA: Blackwell.

Group presentation #1 – choose from:

Jake, Janice and David Odden. 1979. Raising in Kipsigis. *Studies in the Linguistic Sciences* 9: 131-155. (available online via Weldon)

Hong, Ki-Sun. 1990. Subject-to-object raising in Korean. In Katarzyna Dziwirek et al. (eds.), *Grammatical relations: A cross-theoretical perspective*, 215-225. Stanford: CSLI. (available at Weldon)

Kayne, Richard. 1981. On certain differences between French and English. *Linguistic Inquiry* 12: 349-371. (available online via Weldon)

Kroeger, Paul. 1993. *Phrase structure and grammatical relations in Tagalog* (Chapter 4. Control). Stanford: CSLI. (available online via Weldon)

Seiter, William. 1983. Subject-direct object raising in Niuean. In David Perlmutter (ed.), *Studies in relational grammar 1*. Chicago: University of Chicago Press.

Group presentation #2 – choose from:

Aissen, Judith. 1999. External possessor and logical subject in Tz'utujil. In Doris Payne and Immanuel Barshi (eds.), *External possession*. Amsterdam: John Benjamins. 167-193.

Bruening, Ben. 2001. Raising to object and proper movement. ms., University of Delaware. <http://udel.edu/~bruening/downloads.html>

Davies, William. 2005. Madurese prolepsis and its implications for a typology of raising. *Language* 81:645-665. (available online via Weldon)

Ghomeshi, Jila. 2001. Control and thematic agreement. *Canadian Journal of Linguistics* 46: 9-40. (available online via Weldon)

Potsdam, Eric and Jeffrey T. Runner. 2001. Richard returns: Copy raising and its implications. In Mary Andronis, Christopher Ball, Heidi Elston, and Sylvain Neuvel (eds.). *CLS 37: The Main Session. Papers from the 37th Meeting of the Chicago Linguistic Society*. Chicago: Chicago Linguistic Society, 453-468. <https://people.clas.ufl.edu/potsdam/files/CLS37.pdf>

Group presentation #3 – choose from:

Deal, Amy Rose. 2017. Covert hyperraising to object. In *Proceedings of the North Eastern Linguistics Society Annual Meeting 47*, ed. Andrew Lamont and Katerina Tetzloff. University of Massachusetts, GLSA. <https://ling.auf.net/lingbuzz/003517>

Halpert, Claire. 2015. Raising parameters. In *Proceedings of WCCFL 33*, ed. Kyeong-min Kim, 186–195. Cascadilla Press. <https://www.lingref.com/cpp/wccfl/33/paper3238.pdf>

Lohninger, Magdalena, Iva Kovač, and Susanne Wurmbrand. 2022. From prolepsis to hyperraising. *Philosophies*, 7(2), 32. <https://doi.org/10.3390/philosophies7020032>

Polinsky, Maria, and Eric Potsdam. 2008. The syntax and semantics of wanting in Indonesian. *Lingua* 118.1617–1639. (available online via Weldon)

LINGUIST9601B - Schedule

Date	Topic	Reading	Assignments/presentations
07/01	Introduction		
14/01	Classical Transformational Grammar	Unit 1	
21/01			
28/01	Extensions and Reinterpretations of Standard Theory	Unit 2	Group presentation 1
4/02			Topic of final paper (1 sentence)
11/02			Assignment #1
WINTER READING WEEK			
25/02	Government and Binding Theory	Unit 3	Group presentation 2
4/03			Proposal for final paper (1 paragraph)
11/03	The Minimalist Program	Unit 4	Group presentation 3

18/03			Assignment #2
25/03			Outline of final paper (2 pages)
1/04			Final paper

NB: This schedule is subject to minor changes.

Important dates

February 15-23: Winter reading week

April 4: Classes end

Statement on 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_grad.pdf

Students who are in emotional/mental distress should refer to

Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Accessible Education Western (AEW)

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism-detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).