

LING9600A – Syntax
The grammar of raising and control

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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 s/he 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.

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

Textbook (available 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.

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.

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.

Kayne, Richard. 1981. On certain differences between French and English. *Linguistic Inquiry* 12: 349-371.

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

Group presentation #3 – choose from:

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

- Ghomeshi, Jila. 2001. Control and thematic agreement. *Canadian Journal of Linguistics* 46: 9-40.
- Moore, John. 1998. Turkish copy-raising and A-chain locality. *Natural Language and Linguistic Theory* 16: 149-189.

LINGUIST9600A - Schedule

Date	Topic	Reading	Assignments/presentations
08/09	Introduction		
15/09	Classical Transformational Grammar	Unit 1	
23/09			
30/09	Extensions and Reinterpretations of Standard Theory	Unit 2	Group presentation 1
7/10			Topic of final paper (1 sentence)
14/10			ASSIGNMENT #1
21/10	Government and Binding Theory	Unit 3	Group presentation 2
28/10			Proposal for research paper (1 paragraph)
FALL READING WEEK			
10/11			Group presentation 3
17/11	The Minimalist Program	Unit 4	ASSIGNMENT #2
24/11			Outline of final paper (2 pages)
1/12			
8/12			Final paper

NB: This schedule is subject to minor changes.

IMPORTANT DATES

October 11: Thanksgiving Holiday

November 1-7: Fall reading week

December 8: 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>).