

# Ling 220A: Syntax and Semantics I

Fall 2016

**Instructor:** Peter Jenks                      jenks@berkeley.edu  
**Meetings:** Tue, Thu 11:00a–12:30p      1303 Dwinelle Hall  
**Office Hours:** Mon 2–3p, Thu 1–2p      1217 Dwinelle

## Description

This course develops a foundation for research in contemporary syntax and semantics. The course focuses on gaining familiarity with central empirical phenomena and theoretical constructs, as well as teaching syntactic argumentation. Topics covered in this course include phrase structure, word order, argument structure, passives, control, and raising. While the primary focus of the class will be on English, will discuss a number of typologically diverse languages as they become relevant.

## Requirements

**Ten written assignments** Assignments will be posted before the weekend. They are due the following Tuesday, and will be submitted online via bCourses.

**Four readings + response papers.** Readings will be assigned on a Thursday and will be discussed the following week. A written response to the reading is due the Tuesday after the reading. In addition, I will often assign short papers or sections of papers between the Tuesday and Thursday classes.

**A squib (= short research paper) that investigates one of the topics covered in class.** There is an originality requirement for your squib: it must introduce new data, from English or another language, data from a novel methodology, or make a novel theoretical proposal about existing data. Due the last day of finals, December 16.

**Active class participation** The importance of class time cannot be overemphasized; many assignments will build on class discussions. Use class time to practice two essential professional tools (1) listening and (2) asking questions.

## Guidelines for written work:<sup>1</sup>

- All assignments and the squib should be completed carefully. They should be finished by the beginning of class on the due date. Homework will frequently form the basis for class discussion. Handing it in after class therefore makes it less useful and missing class because it is not done will put you further behind.
- You are strongly encouraged to work on the assignments together, but you must write up your own answer alone and in accord with University policy on academic integrity (<http://campuslife.berkeley.edu/conduct/integrity>). If you use an idea that clearly originated with someone else, give them credit for it. In special cases, I might give you the option of submitting joint assignments.
- Written responses and assignments must be *self-contained*. They should have a meaningful structure that organizes the material in a systematic fashion and helps the reader understand your reasoning. They should not simply cite data points on the assignment. Major claims should be made clear through illustrative derivations.
- Solutions should be 3-8 pages in length. The length limit will be enforced. This means I will stop reading after 8 pages and evaluate your work based on what you have written up to that point.
- Write in complete sentences. Be clear. If you don't understand what you're saying, I won't either.
- Be consistent in your use of terminology, abbreviations, etc.
- Type up your assignments and squibs. I strongly recommend you learn how to use LaTeX to produce your homework assignments. Some information on using LaTeX is located at: <http://www.essex.ac.uk/linguistics/external/clmt/latex4ling/>, and there is a helpful WikiBook manual. If you chose to use Word, use a program for drawing trees such as phpSyntaxTree or TreeForm.

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<sup>1</sup>Based on J. Aissen's guidelines for written work at UCSC via L. Mikkelsen.

- As much as possible, adhere to the following notational conventions:
  - Number your examples and set them apart from the text.
  - If you cite example material in-text, put it in italics.
  - Annotate your examples as follows: \* for ‘unacceptable’, ? for ‘of doubtful acceptability’, and # for ‘semantically or pragmatically unacceptable.’ The absence of annotation indicates ‘acceptable.’
  - If providing data from a language other than English, include a morpheme-by-morpheme gloss and a free translation. Enclose the free translation in single quotation marks.
  - When constructing minimal pairs of sentences, parentheses may be used to enclose the difference, as in *He thinks (that) pigs can fly*. If the two versions of the example differ in grammaticality, place the annotation mark accordingly: *I asked whether (\*that) pigs can fly* vs. *\*(That) pigs can fly is news to me*.

## Schedule

WEEK	DAY	DATE	TOPIC	ASSIGNMENTS
1	Thu	Aug 25	Background	a1
2	Tue	Aug 30	Structure, constituency	a1 due
	Thu	Sep 1		a2
3	Tue	Sep 6	Heads, projection, selection	a2 due
	Thu	Sep 8		a3
4	Tue	Sep 13	Arguments, adjuncts	a3 due
	Thu	Sep 15		Kayne 1994, ch. 1-5
5	Tue	Sep 20	Word order	Kayne response due
	Thu	Sep 22		a4
6	Tue	Sep 27	VPISH, Decomposition	a4 due
	Thu	Sep 29		a5
7	Tue	Oct 4	Ditransitives, causatives	a5 due
	Thu	Oct 6		read Kratzer 1996
8	Tue	Oct 11	Small clauses, <i>v</i>	Kratzer response due
	Thu	Oct 13		a6
9	Tue	Oct 18	Passives, unaccusatives	a6 due
	Thu	Oct 22		a7
10	Tue	Oct 25	Resultatives, case (again)	a7 due
	Thu	Oct 27		read Baker 2015, ch. 1-3
11	Tue	Nov 1	Baker discussion	Baker response due
	Thu	Nov 3		a8
12	Tue	Nov 8	Raising	a8 due
	Thu	Nov 10		a9, Squib abstract due
13	Tue	Nov 15	Control	a9 due
	Thu	Nov 17		read Polinsky and Potsdam 2002
14	Tue	Nov 22	Control as movement?	P&P response due
	Thu	Nov 24	THANKSGIVING	a10
15	Tue	Nov 29	<i>Tough</i> -movement	a10 due
	Thu	Dec 1	Wrapup	
	Fri	Dec 16		Squib due

## References

- Baker, Mark. 2015. *Case: Its principles and its parameters*. Cambridge University Press.
- Kayne, Richard. 1994. *The antisymmetry of syntax*. Cambridge, MA: MIT Press.
- Kratzer, Angelika. 1996. Severing the external argument from the verb. In *Phrase structure and the lexicon*, ed. Johan Rooryck and Laurie Zaring, volume 33 of *Studies in Natural Language and Linguistic Theory*, 109–138. Kluwer Academic Publishers.
- Polinsky, Maria, and Eric Potsdam. 2002. Backward control. *Linguistic Inquiry* 33:245–282.