LING 571 Syntax 2 (CRN 19699)

MW 11:35 - 12:55
1085 Dr. Penfield Rm 002

Instructor: Junko Shimoyama
E-mail: Email via myCourses
(In case you use junko.shimoyama@mcgill.ca, please make sure to include “LING 571” in the subject line, otherwise I may not be able to respond to your email.)
Office location: 1085 Dr. Penfield Ave., Rm 219
Office hours: Mondays 1:00-2:30 pm & by appointment

Course Description
This course extends and refines the theory of grammar developed in Syntax 1 (LING 371), while introducing primary literature and theoretical developments. Practical emphasis is on development of argumentation and theory construction.

The course also includes activities that are designed for developing skills in: presenting your analysis articulately, providing and receiving constructive feedback among peers, and thinking critically (to be explained below).

Prerequisites
LING 201 and LING 371; or permission of instructor.

Course Requirements and Method of Evaluation
Contributions to class discussions (including in presentations by peers): 15%
Mini reading questions (myCourses): 15% (5 x 3%)
Assignments: 32% (2 x 10%-3%-3%)
Would you publish it (write-up & discussion): 10%
Critical review paper summary (150 words): 3%
Critical review presentation: 25%

Readings
Required readings will be available in online journals through the library website or on myCourses. The class discussions will assume that you have done the required readings. You are expected to contribute to class discussions by bringing in your own questions and comments on the readings. The purpose of mini reading questions is to help you with doing the required readings and with digesting materials covered in class, which in turn will help you make contributions to class discussions.

Assignments
In doing the assignments, in addition to providing a linguistic analysis to a given data set, you will practice presenting the analysis articulately and concisely. You will also learn how to provide and receive constructive feedback to/from your peers.

- Stage a: Submit your analysis (version 1).
- Stage b: Submit revised work reflecting class discussions (version 2).
- Stage c: Evaluate and provide constructive feedback on a classmate’s version 2. (Peer review)
• Stage d: Submit revised work reflecting the feedback received (version 3).

In the preparation process for Stage a (and only Stage a), you may discuss problems with one partner. However, given the nature of how the assignments are set up for the course, it is very important that your responses reflect your own careful analysis of the problems, written up on your own.

If you choose to work with a partner, write down the name of your partner. Make sure you try to solve the problems on your own first, before you meet and discuss them with your partner. Near identical answers will be treated as probable cases of scholastic dishonesty and will be reported to the Office of the Dean of Students.

“Would you publish it?”
As a class we will pick one paper and practice (i) evaluating it critically and (ii) providing constructive feedback to the author(s). We try to follow a model similar to a ‘peer review’ process for actual journal article publication. You will be the ‘reviewers’ who will identify strengths and weaknesses of the paper. There will be a separate handout on this later.

Critical Review
In general, a critical review of a paper contains:

1. A brief summary of the goals and the main issues addressed in the paper.
2. Presentation of the main proposal and crucial data that support the main proposal.
3. Critical evaluation of the proposed analysis (Highlight the strengths and weaknesses of the analysis.)
4. Your critical review would go one-step further if it also contained discussions of further predictions made by the analysis you are critiquing and new data that bear on the analysis; discussion of your own questions.

Procedure:

• Sign-up page on myCourses will be set up for meetings to discuss your plans with me for a critical review. You should come to the meeting with potential papers to critically evaluate.

• Submit a summary of the paper (max 150 words): due Wed. March 11th (Your summary will not be accepted if you skip the above step.)

• Presentation: 10 minutes (tentative), Weeks 12 & 13 (You can choose to present in Week 11 instead, if you prefer.)

• Handout to be submitted on myCourses before your presentation (format and page limit to be specified later)

Course Policies

• No late work will be accepted unless you contact me with a legitimate excuse preferably before the due date or within 24 hours of the missed work, followed up with a valid written document (e.g., doctor’s notes, notes from IT Services in the case of technical issues on myCourses). There will be no make-up or extra credit work or re-weighting of grades in this course.
• If you have specific questions about the course material, please try to ask them in person whenever you can to avoid unfortunate miscommunication due to the nature of e-mail communication. Limit the use of email to other purposes and trivial questions that can be handled easily. If you have no choice but to ask questions by email, I will try to answer them as quickly as I can, but please note that my response time could be around 24 to 48 hours, barring weekends.

• It is your responsibility to make sure that in each class, you have access to an electronic copy or a printed-out copy of the handout posted on myCourses. Often, one handout covers more than one lecture, so if you use a printed-out copy, remember to bring your copy from a previous class if any materials are left undiscussed.

Copyright: Instructor-generated course materials
Instructor-generated course materials (e.g., slides, handouts, conference materials, assignments, quizzes, exam questions, answer keys, etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest/ for more information).

Academic integrity
McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the code of student conduct and disciplinary procedures (see www.mcgill.ca/students/srr/honest/ for more information).

L’université McGill attache une haute importance à l’honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l’on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l’étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site www.mcgill.ca/students/srr/honest/).

Right to submit in French
In accord with McGill University’s Charter of Students’ Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

Conformément à la Charte des droits de l’étudiant de l’Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l’un des objets est la maîtrise d’une langue).

Inclusive learning environment
As the instructor of this course I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the Office for Students with Disabilities, 514-398-6009.

Sustainability
McGill has policies on sustainability, paper use and other initiatives to promote a culture of sustainability at McGill. (See the Office of Sustainability website.)
**Extraordinary circumstances**

In the event of extraordinary circumstances beyond the University’s control, the content and/or evaluation scheme in this course is subject to change.

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**Schedule**

*(tentative & subject to change)*

*Last update: January 6, 2020*

<table>
<thead>
<tr>
<th>Wk: Date</th>
<th>Topic</th>
<th>Required readings</th>
<th>Other readings</th>
<th>Due</th>
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<tbody>
<tr>
<td>1: Jan. 6, 8</td>
<td>Introduction</td>
<td>Saito 1985</td>
<td>Ko 2007, Hale 1983</td>
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<td></td>
<td>Sentence structure</td>
<td>Ch. 2 pp. 20-54</td>
<td>Kathol/Rhodes 1999, LeSourd 2006</td>
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<td>Configurationality</td>
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<td>2: Jan. 13, 15</td>
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<td>Russell/Reinholtz 1995</td>
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<td>Tomlin &amp; Rhodes 1992</td>
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<td>Layered VP projections</td>
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<td>Marantz 1993, Pylkkänen 2008</td>
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<td>Boskovic 2004</td>
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<td>A1c</td>
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<td>5: Feb. 3, 5</td>
<td>Functional projections</td>
<td>Han et al. 2007</td>
<td>Kishimoto 2008</td>
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<td>Head movt in head-final lgs</td>
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<td>mtg week</td>
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<td>7: Feb. 17, 19</td>
<td>Unexpected Case-marking</td>
<td>Horn 2008</td>
<td>Takano 2003</td>
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<td>Subj-to-Obj Raising</td>
<td>(selection TBA)</td>
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<td>8: Feb. 24, 26</td>
<td>Catch-up</td>
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<td>WYPI prep sheet</td>
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<td>WYPI session (Feb.26)</td>
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<td>Study break</td>
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<td>9: Mar. 9, 11</td>
<td>Main clause phenomena</td>
<td>TBA</td>
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<td>10: Mar. 16 18</td>
<td>continued</td>
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<td>11: Mar. 23, 25</td>
<td>Catch-up week</td>
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<td>12: Mar.30,Apr.1</td>
<td>Presentations</td>
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<td>13: Apr. 6, 8</td>
<td>Presentations</td>
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Last class for MW pattern = Wed. April 8

[https://www.mcgill.ca/importantdates/key-dates](https://www.mcgill.ca/importantdates/key-dates)

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**References**


Saito, Mamoru. 1985. Some Asymmetries in Japanese and Their Theoretical Consequence, PhD dissertation, MIT. (pp. 20-54)
Representing Syntax Context-free grammars CFGs: 4-tuple A set of terminal symbols: Σ A set of non-terminal symbols: N A set of productions P: of the form A → α Where A is a non-terminal and α in (Σ U N)* A designated start symbol S. CFG Components

Terminals: Only appear as leaves of parse tree Right-hand side of productions (rules) (RHS) Words of the language Cat, dog, is, the, bark, chase Non-terminals Do not appear as leaves of parse tree Appear on left or right side of productions (rules) Constituents of language NP, VP, Sentence, etc. CFG Components Productions Rules with one non-terminal on LHS and any number of terminals and non-terminals on RHS S → NP VP → V NP PP | V NP Nominal → Noun | Nominal Noun → dog | cat | rat Det → the. Start studying LING 571 - Lecture #1 Reading. Learn vocabulary, terms and more with flashcards, games and other study tools. Two NPs that in a non-configurational analysis would not be identified through their hierarchial relationship to the VP in Japanese as they would in English. Object. This part of speech derives its theta role from the V head directly. ISO 19699-2:2017 specifies the requirements for properties, marking and packaging of superabsorbent polymer (SAP) made from sodium polyacrylate resin for absorbing blood. ISO 19699-2:2017 applies to sodium polyacrylate resin, as raw material, and applies to SAP for the final products used for absorbing blood. General information. Status: Published. Publication date: 2017-08. Edition: 1. Number of pages: 3. Technical Committee.