

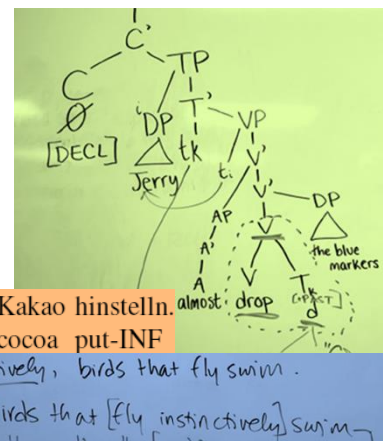
**Instructor:** Marjorie Pak, Program in Linguistics. Call me **Dr. Pak** [pak]; pronouns *she/her*.

Preferred contact: [mgpak@emory.edu](mailto:mgpak@emory.edu). During the semester I try to respond to students' course-related emails within 24 hours. If you're still waiting for a response after 48 hours, please email again and/or leave a voicemail at 404-727-8077.

**Class meetings:** TuTh 2:30-3:45pm, Woodruff Library 874. Occasional classes may be held on Zoom; see Canvas Announcements for meeting ID and password.

**Office hours:** See Canvas Announcements for times and locations.

**Course description:** What makes a word a word, as opposed to a phrase or sentence? What are the basic principles that determine how words, phrases and sentences are formed cross-linguistically? We will cover some well-known concepts in syntactic theory, including constituency, category, multiclausal structures, argument structure, anaphora, movement and displacement, and see how they are analyzed in a generative grammar framework. We will periodically face the question 'How are words different from sentences?' and in the second part of the course we will examine this question in-depth by looking at case studies in English and other languages. Students will develop the vocabulary and problem-solving techniques that linguists use for morphosyntactic analysis: recognizing patterns, testing hypotheses, applying diagnostic tools, and advancing arguments and counterarguments.



**Course goals:** My primary goal in *all* of my classes is to help students fall a little more in love with a life of intellectual curiosity! In this class, I'll try to convince you that the seemingly mundane building blocks of language—words, morphemes and the systems that combine them into phrases—present really fun, intriguing, attention-worthy puzzles that ultimately give us a deeper appreciation for the human mind.

In terms of content-specific learning outcomes, I hope that by May you'll be able to:

- recognize and describe (with appropriate terms) well-known case studies in generative syntax
- apply suitable analytical tools to problems in syntactic and morphological analysis
- use, and recognize the use of, the scientific method in theoretical linguistics
- talk and write in a more nuanced way about the question 'What is a word?'
- read (with more speed and accuracy) current journal papers in theoretical syntax and morphology
- practice the conventions of writing about theoretical syntax and morphology

**Prerequisite:** LING-201/ANT-203 or equivalent training in linguistic theory and syntax trees

**Designations:** This class fulfills one WRT/CC GER, as long as you take it for a letter grade and earn a C or higher. It also satisfies the Structural area requirement for the LING major, or one elective requirement for the LING major or minor, PSYCLING major or SPANLING major.

**Required materials:**

- Bring **paper and pencils** (or tablet and stylus) for note-taking to each class. On some days, I'll also ask you to bring a **laptop or tablet** for in-class writing. Let me know ASAP if this is an issue for you.
- All assigned readings will be provided for free online. On days when we discuss readings (see Canvas), you'll need to **bring the reading** to class with you. I'll provide hard copies upon request, or you can bring it on a tablet or laptop (not a phone!).

## Tentative schedule *(subject to change; see Canvas for the most recent version)*

Th 1/18	Intro and parsing exercise	
Tu 1/23	Category; Snippet 1 workshop	Snippet 1 due 1/25
Th 1/25–Tu 1/30	Trees, constituents, phrase-structure rules	Snippet 2 due 1/30
Th 2/1–Th 2/8	The X-bar schema, DP, TP and CP	Problem Set 1 due 2/6
Tu 2/13–Th 2/15	<i>Wh</i> -movement	Problem set 2 due 2/13
Tu 2/20	<b>Test 1</b> ; intro to Chomsky	
Th 2/22	Chomsky 2017 quiz & discussion	
Tu 2/27	Case and A-/NP-movement	
Th 2/29	Green 2014 quiz & discussion	
Tu 3/5–Th 3/7	Head-to-head movement	Problem set 3 due 3/7
Tu 3/19–Th 3/21	Lexicalism vs. ‘syntax all the way down’	Snippet 3 due 3/21
Tu 3/26	Clitics and affixes	
Th 3/28	<b>Test 2</b> ; writing workshop	
Tu 4/2–Th 4/18	Case studies on word-hood and morphology; reading schedule TBA	Snippet 4 due 4/9; quizzes TBA
Tu 4/23–Th 4/25	Student presentations, meetings and wrap-up	Final paper due 5/7

## Assignments and grading

Your final grade will be based on the following components:

**Snippets (20%):** You’ll write four short (~3-page) papers on assigned topics, each graded on a scale of 0 to 5. See Canvas for topics, due dates and writing guidelines.

**Problem sets (18%):** There will be three problem sets posted on Canvas, each graded on a 6-point scale.

- You are encouraged to discuss problem sets with other students, but **you must each write up your answers independently** (i.e., no word-for-word matching responses). If you discuss a problem with others, write their names under your name at the top of your paper. See Honor Code below.
- For many problem sets you’ll need to draw syntactic trees or diagrams. Handwritten work is encouraged as long as it complies with the guidelines on Canvas > Pages > Submitting trees.

**Reading quizzes and responses (12%):** There will be 4-5 days (see Canvas schedule) when you need to do an assigned reading and be ready to talk about it in class. Either we’ll begin class with a short quiz about key points or I’ll ask you to write a short-essay response before or during class (2 pts.). You’ll also earn a point for your in-class participation on these days. If you must miss class on a reading discussion day, let me know ASAP so we can figure out a way for you to earn partial credit.

**Tests (25%):** There will be two ~40-minute tests administered during our class time; see schedule for dates. They will consist of short-answer, tree-drawing, multiple-choice, fill-in-the-blank, and short-answer questions. No make-ups available unless (i) we have made prior arrangements or (ii) you have a genuine personal or medical emergency (in which case you must let me know as soon as possible).

**Final project (25%):** Each student will write a paper that presents an original analysis of a syntactic or morphological phenomenon from English or another language. This project will be completed in stages:

- *Topic approval (1 point)*. Each of you will meet with me to have your topic approved.
- *Presentation (2 points)*. You will give a short oral presentation of your work in progress during the last week of class. More instructions will be provided closer to that time.
- *Partial draft (2 points)*. A substantial excerpt from your final paper (~4 pages) is due our last day of class. I'll give you written feedback on the draft, and I may request an additional meeting.
- *Final papers (20 points)* of 2000-2500 words (approx. 8-10 pp.) are due **Tu 5/7 at 5:30pm**.

### General grading procedures:

- *Feedback*. You can expect grades for on-time submissions to be posted in Canvas within one week of the due date. (Work submitted late may take longer.) Feedback will be written directly on the assignment, provided in the Canvas SpeedGrader, announced in class, and/or posted on Canvas as an answer key or video. The only exception is the final paper, which I may grade off-line—if so, you can email me after the end of the semester if you'd like individual feedback on that.
- *Late work*. If you start falling behind in this class, please **email me for help right away!** No need for a doctor's note or lengthy excuse (but do feel free to share what you want). For Problem Sets and Snippets, I will usually grant a **24-hour extension with no penalty**, as long as you request it before the deadline. If I don't hear from you, late work is lowered up to 20% a day—so again, *email me!* Late work cannot be accepted once I have graded and returned the assignment to the rest of the class.
- *Extra-credit* questions will be included on some assignments. Special extra-credit assignments are not created *ad hoc* for individual students.
- *Final grades* are assigned as follows: 93+ **A**, 90-92 **A-**, 87-89 **B+**, 83-86 **B**, 80-82 **B-**, 77-79 **C+**, 73-76 **C**, 70-72 **C-**, 67-69 **D+**, 60-66 **D**, 0-59 **F**. If you select S/U grading, a 60 or above counts as **S**. In order for this class to fulfill a Continuing Writing GER, you must take it for a letter grade and get a C or higher.

## Classroom expectations, policies and resources

I expect people to **attend regularly, participate appropriately** in activities and discussions, stay focused and allow others to stay focused to the best of your ability.

**Absences.** Do not come to class if you are feeling sick or have a fever. See [this page](#) for guidance. If you must miss part or all of a class for illness or any other reason, please let me know. You don't need to provide an excuse (although you're welcome to). I'll be posting handouts, slides and other materials, and I'll be happy to meet and discuss questions once you've reviewed those. For prolonged absences, missed tests/quizzes, or more serious situations, email me ASAP so we can figure out what to do. Note: If you enroll in the course after I've graded Snippet 1, you won't be able to earn credit for it; I'll scale up your other Snippet grades to compensate.

**Writing support.** The Emory Writing Center offers one-on-one remote and in-person tutoring for writers at any stage of the process. We are not a proofreading service, but rather offer strategies and resources writers can use as they compose their own work. Tutors also support the literacy needs of English language learners. Visit <http://www.writingcenter.emory.edu> to schedule an appointment.

### Voting

2024 is a big election year! Sign up for reminders at [emory.turbovote.org](http://emory.turbovote.org), and please **contact me any time with questions** about eligibility, registration, deadlines, absentee voting, volunteering, etc. I have forms, materials and swag, and I have lots of experience helping students and others. You can send your friends to me too!



**Department of Accessibility Services (DAS)** works with students who have disabilities to provide reasonable accommodations. To be considered, you must contact and register with DAS (404-727-9877, [accessibility@emory.edu](mailto:accessibility@emory.edu), <https://accessibility.emory.edu>). Once I hear from DAS that you have been provided accommodations, I will email you to arrange a specific plan for my class. If you don't hear from me, please reach out! Accommodations are not retroactive and will not be provided until an accommodation letter has been processed.

The **Honor Code** is in effect throughout the semester. By taking this course, you affirm that it is a violation of the code to cheat on exams, to plagiarize, to deviate from the teacher's instructions about collaboration on work that is submitted for grades, to give false information to a faculty member, and to undertake any other form of academic misconduct. You also affirm that if you witness others violating the code you have a duty to report them to the honor council. Unless I explicitly state otherwise, using an artificial intelligence (AI) program to generate any content for any assignment in this course constitutes plagiarism and is a violation of the honor code. Using AI without my permission may also violate other parts of the honor code. [catalog.college.emory.edu/academic/policies-regulations/honor-code.html](https://catalog.college.emory.edu/academic/policies-regulations/honor-code.html)

Recordings and other materials are for the sole purpose of educating students enrolled in the course. The release of such information (including but not limited to directly sharing, screen capturing, or recording content) is strictly prohibited, unless I state otherwise. Doing so without my permission will be considered an Honor Code violation and may also be a violation of other state and federal laws, such as the Copyright Act.

## Selected readings

- Carnie, Andrew. 2006. *Syntax: A generative introduction*. Blackwell.
- Chomsky, Noam. 2017. *The Galilean challenge*. *Inference*, 3(1).
- Green, Lisa. 2010. *Force, focus, and negation in African American English*. In *Micro-syntactic variation in North American English*, Raffaella Zanuttini & Laurence Horn (eds.), pp. 115–142. Oxford.
- Harley, Heidi. 2004. *What is a word?* In *English words: a linguistic introduction* (ch. 1). Blackwell.
- Legate, Julie Anne & Charles Yang. 2007. *Morphosyntactic learning and the development of tense*. *Language Acquisition*, 14(3), 315-344.
- McCloskey, James. 1996. *On the scope of verb movement in Irish*. *Natural Language & Linguistic Theory*, 14(1), 47-104.
- Rutkowski, Pawel. 2002. *Noun/pronoun asymmetries: Evidence in support of the DP hypothesis in Polish*. *Jezikoslovlje*, 3.1-2, 159-170.
- Santorini, Beatrice & Anthony Kroch. 2007. *The syntax of natural language: An online introduction*. <https://www.ling.upenn.edu/~beatrice/syntax-textbook>
- Van der Klis, Anika et al. 2023. *Pauses matter: Rule-learning in children*. *Language Development Research*, 3(1), 44-64.