

Linguistics 391 (Unique No. 41250) English Syntax
Spring 2010 TT 2-3:30 Calhoun 419

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Textbooks: *English Syntax*, by C. L. Baker. Available at the Coop and elsewhere.

Design of course: The primary goal of this course is to give you a framework for discovering, organizing, and expanding your knowledge of English syntax. This means that we will be developing a framework for making your knowledge of English grammar explicit (that is, consciously available to you). All of you bring substantial knowledge of English to this class. For the native speakers of English in the class, this knowledge of English that you already have is likely to be implicit "unconscious" knowledge that you do not know that you know.

Lin 391 is not a course in curriculum development, or foreign language instruction, or second language acquisition. Those are all interesting and worthy topics, topics in which most students in this course have a strong professional interest. Instead, this class will arm you with the background knowledge that you will need to analyze the language that you will likely be teaching, to develop curricula for English instruction, and to anticipate the kinds of syntactic problems your students may have as they learn English. Part of becoming a good teacher is acquiring a deep knowledge of the subject matter you plan to teach. This course will—I hope—be a big step in that direction.

Lin 391 will provide a relatively non-technical introduction to the description of English syntax. No prerequisites in linguistics are assumed. As we discuss a variety of important English syntactic constructions (for example, free relatives, indirect questions, infinitival complements, passives, etc.), we will also introduce linguistic concepts that are important in the description of all languages. The course will be oriented around the syntactic description developed in Baker's text.

Homework will be assigned on an almost daily basis. The homework forms an indispensable part of the work for this course. The assignments provide practical experience in analyzing a variety of English syntactic constructions. These assignments will be especially important in checking to see how well you are mastering the subject matter at each point in the course. Doing the homework faithfully is absolutely essential to learning the material that we will be discussing.

Method of evaluation: Homework and 3 tests (including a non-comprehensive test during finals week). The course grade will be calculated as follows: the three tests will count 80% of the grade (26.67% each), and the homework will count 20%.

Grading of homework. Homework will be assigned the following grades:

- 3--good (100)
- 2--fair (85)
- 1--poor (70)
- 0--not turned in, or very incomplete (0)

Late homework will only be credited if it is handed in during, or before, the class immediately after the class meeting in which it was due. The maximum grade for late homework will be a 2. [No matter how late your homework, I will be happy to look it over and give you feedback as to how you are doing.]

Academic dishonesty: Cheating on tests or turning in work that does not represent your own efforts will result in an F (specifically, a zero) on the assignment in question.

Attendance at exams: Any student who, for reasons of illness, family emergency, or religious holiday, is unable to take an exam at the scheduled time should let me know before the time when the exam starts. You can notify me by leaving a message in the Linguistics Dept. office at 471-1701, or by emailing me. A make-up exam will be given only if this condition has been satisfied.

Course Schedule

	Exercises due	Reading due
Tu 1/19	Orientation to course	
Th 1/21	pp. 16-18 [1, 3(a-j), 4]	Ch. 1 'The Field of English Syntax'
Tu 1/26	pp. 44-45 [1a-c, 2c-e], 49[1(a-d)], 50-51[1b, 2b], 56[1b,d], 57-8[1]	Ch. 2 'Major English Phrase Types.'
Th 1/28	pp. 65 [none], 76-78 [the first three items (a-c) in 1-5]	Ch. 3, pp. 59-76.
Tu 2/2	pp. 84 [1a,b], 85 [1], 88 [1], 92-95 [1, 2a, 5].	the rest of Ch. 3, pp. 78-92.
Th 2/4	pp. 102 [1a,d, 2], 116 [1b,e,g]	Ch. 4 'Clauses as Complements and Subjects', pp. 97-116.
Tu 2/9	pp. 120-121 [2b], 123[2], 125-126 [none], 129[1a,g], 131[1c,d], 133 [none], 142 [1b].	Ch. 4, pp. 116-146.
Th 2/11	pp. 151-2 [all], 157 [1a, b, e, 3], 160 [1], 169 [1a-c], 172 [1a-c].	Ch. 5 'Noun Phrases', pp. 147-172.
Tu 2/16	pp. 184-5 [1, 2, 4], 189-190 [1a, b, c].	Ch. 5, pp. 172-189.
Th 2/18	Review of Ch. 1-5. Review past homework to see if there are specific areas you would like to review.	
Tu 2/23	First Test (covering Chs. 1-5)	
Th 2/25	pp. 196 [all], 201-202 [1a-d, 2]	Ch. 6 'Locative Phrases, Motion Phrases, and Particles'
Tu 3/2	pp. 210 [1a, b], 211-212 [1a, b, f]	Ch. 7 'Free Relative Clauses', 203-11
Th 3/4	pp. 218 [1a-d], 225 [1a-c; defend your	Ch. 7, pp. 212-225.

	answers]	
Tu 3/9	pp. 233 [1a-d], 238 [1a, b]. Please indicate—in a word or two—which rule justifies each “subject identification arrow” in your tree diagrams.	Ch. 8 ‘Subjects of Phrases’, pp. 227-238.
Th 3/11	pp. 241 [1], 245 [1]. On p. 245, take the option of drawing complete tree diagrams. As for 3/9, indicate which rule sanctions each subject identification arrow.	Ch. 8, pp. 238-253.
M-F 3/15-319	Spring Break	
Tu 3/23	p. 258 [1a,c], 260 [2a,b], 262-3 [1a, b, c—Justify arrows.], 268 [1a-e]	Ch. 9 ‘Passives and the Easy Construction’, pp. 255-272
Th 3/25	pp. 276 [all], 279 [1a-d]	Ch. 9, pp. 273-287.
Tu 3/30	pp. 297 [1a-d], 299 [1a,c], 303 [1a,c,d, 3] 310 [1a-c], 315 [3a]	Ch. 10 ‘Modification of Nouns and Noun Phrases’, pp. 291-317
Th 4/1	p. 318 [top of page 1a-d, bottom of page 1a-d], 324 [1a,c,g], 329 [1], 336 [1a,c].	Ch. 10, pp. 317-336.
Tu 4/6	Review Chs. 6-10.	
Th 4/8	Second Test (covering Chs. 6-10)	
Tu 4/13	p. 346-7 [1, 2], p. 358 [1]	Ch. 11 ‘Modification of Verb Phrases and Sentences’, pp. 337-358.
Th 4/15	p. 364 [1], 366 [1], 368 [1], 374 [none]	Ch. 11, pp. 358-374
Tu 4/20	p. 429 [1a,c], 434 [1a,c], 435 [1a,d]	Ch. 13 ‘Special Subject-Predicate Relations’, pp. 425-436
Th 4/22	p. 449-450 [1], p. 451 [1], 453 [1]	Ch. 13, pp. 436-453
Tu 4/27	p. 460 [1a,c], 468 [1a,f], 474-5 [1, 2]	Ch. 14 ‘Special Sentence Types’.
Th 4/29	p. 495, 496, 499	Ch. 15 ‘Negation’
Tu 5/4	p. 507-8 [1, 2, 3], 524 [1, 2b-h]	Ch. 16 ‘Conjunction and Ellipsis’
Tu 5/6	Review & Course Evaluations	
Sa 5/15 9-Noon	Third Test (covering Chs. 11, 13-16)	