

Philadelphia University
Faculty of Arts
Department of English Language & Literature
1st Semester, 2017/2018

Course Syllabus

Course Title: Syntax Level: M.A. Prerequisite (s): Co requisite(s):	Course Code: 0120711 Credit Hours: 3 Lecture Time:
Lecturer's Name: Murtadha J. Bakir Rank: Professor Office Number: Department of English Phone: + 962-64799000 Ext: 2634 Office Hours: Monday & Wednesday 1.30-2.30 E-mail: murtadhajb@gmail.com	

Course Description:

This course introduces students to the study of the theory of the syntax of human language and the methods of syntactic analysis. It begins with the consideration of fundamental theoretical notions about human language, the nature of linguistic knowledge and the objectives of linguistic theory. It proceeds to discuss syntactic units, their categories and their structure, the concept of structure, how it is formed, built, represented and tested. We will proceed to discuss various syntactic issues including types of movement, complex phrasal structure, and syntactic features and their role in syntactic derivation. Lectures, discussions, and student presentations will be the main learning vehicles in this course

Aims (Course Purposes/Objectives):

This course is an exposé of the basic tenets of syntactic theory, methodology and analysis. In it, students will

1. know basic concepts and issues of linguistic theory such as grammar, linguistic structure, knowledge and acquisition of language, language faculty and Universal Grammar,
2. understand the details of grammatical knowledge: grammatical categories, the basis of such categorization, and the hierarchical structure of the sentence so as to see how sentence structure is formed,
3. recognize the syntactic processes that are at work in the derivation of sentences: the movement of elements: its types and constraints,
4. and know how to perform syntactic analysis, which is important in developing critical thinking in general, and in developing an in-depth knowledge of the language system.

Contribution to Program Learning Outcomes:

Intended Learning Outcomes:(Knowledge and Understanding, Cognitive Skills, Communication Skills, Transferable skills).

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Knowledge & Understanding: *(Students shall be able to)*

- Know all the syntactic labels and terms
- explain general notions and concepts in linguistic theory related to syntax
- Be familiar recent proposals in syntactic theory

Cognitive Skills (Thinking & Analysis):

- Read about syntactic theories and think about them critically to identify their strengths and weaknesses
- represent the syntactic structure of the sentence via conventional methods such as tree-diagrams or labeled bracketing
- Follow the syntactic argumentations provided for the various proposals.

Communicative Skills (Personal and Academic)

- Define basic concepts and terminologies used in syntax
- Identify the various syntactic relations and process and their characteristics, conditions and limitation
- Provide syntactic analyses to sentences in English and other languages

Practical and Subject Specific Skills (Transferable Skills)

- Demonstrate ability to read academic articles critically and summarize the main arguments
- Make logical arguments about syntactic issues and communicate them effectively
- Conduct field research to apply syntactic analyses on their own language(s)

Assessment Instruments

Modes of Assessment	Score	Date
Mid-Term Exam	30%	Week 9
Assignments / Seminars / Projects / Quizzes/ Research Projects/ term paper/ Presentations, etc..	30%	
Final Exam	40%	Week 16
Total	100	

Course / Module Academic Calendar:

Week	Course Material	Overload Works
	<u>Introduction: Preliminaries, and orientation</u>	[A&H, F, Y]

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2	General considerations: Knowledge of language; Language acquisition	[R, S, P, Ca, C&N]
3	The form of Grammar; Rules: PS- rules, Transformations	[A&H, F, Ca]
4	Constituency; Constituency tests Categorization: Lexical and phrasal categories	[R, P, Ca]
5	Universal Grammar; Language faculty; Principles; Parameters.	[R, S, C&N, Ca, P]
6	Structure; Phrases & clauses; Structural relations; Bare phrase structure	[R, Ca, P, C&N]
7	Null constituents; Null subjects; Null auxiliaries; Null T.	[R, C&N, Ca]
8	Midterm Test	
9	Null constituents: Null C; Null D:	[R, C&N, Ca]
10	Head Movement: T-C movement; V-T movement; Have/Be-raising	[R]
11	Wh-movement: Wh-questions; Pied-piping; Yes/no questions; Exclamative clauses; Relative clauses	[R]
12	A-movement: Argument structure; Theta-roles; Types of predicates; Passive predicates; Raising predicates; Control predicates	[R]
13	Features: Feature evaluation; Features and Agreement; Features and movement; Case assignment/checking	[R]
14	Splitting Projections: CP, ForceP, TopP, FocP; Split VP: VP shells in ergative, transitive, unaccusative, passive structures <u>Deadline for paper submission</u>	[R]
15	Phases	
16	Final Exam	

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Expected Workload:

On average students are expected to spend at least (3) hours of study for each lecture.

Attendance Policy

Absence from lectures shall not exceed 15%. Students who exceed the 15% limit without a medical or emergency excuse acceptable to and approved by the Dean of the Faculty shall not be allowed to take the final examination and shall receive a mark of zero for the course. If the excuse is approved by the Dean, the student shall be considered to have withdrawn from the course.

Learning Activities and Tasks

Learning activities combine lectures, student presentations of selected topics of the syllabus, homework assignments, and writing a term paper. The main class activity is informal discussion of the relevant issues raised by students and instructor.

You are expected to do the necessary readings and to actively participate in class discussion, and to prepare thoroughly for your presentations. You are also required to submit a short research paper (**2000 words**). The paper should involve the application of a proposed syntactic analysis to your own dialect of Arabic. The paper should reflect your own thoughts and not merely a borrowing from others. You need to get my consent before you start writing it.

Outside the classroom our contact will be via e-mail. You are free to contact me about anything that concerns the course. From time to time I might e-mail you reading material, notices, assignments, reminders, instructions, etc., which I expect everyone of you to get and comply with. So I advise everyone to send me, as early as possible, an e-mail message so that I may establish an e-mail group.

Reading sources

*** Radford, A. **English Sentence Structure**. London: Cambridge Univ. Press. 2009. (R)

** Cook, V. and M. Newson. **Chomsky's Universal Grammar**. (2nd edition). Oxford: Blackwell. 1996. (C&N)

** Carnie, Andrew. **Syntax: a Generative Introduction**. (3rd ed). Oxford: Blackwell. 2013 (Ca)

** Poole, Geoffrey. **Syntactic Theory**. London: Palgrave. 2002. (P)

* Akmajian, A. and F. Heny. **An Introduction to the Principles of Transformational Syntax**. Cambridge: MIT Press. 1975. (A&H)

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* Fromkin, V. et al **An Introduction to Language (10th edition)**. New York: Wadsworth Publishing. 2013. (F)

* Yule, G. **The Study of Language**. Cambridge: CUP. 2004 (Y)

* Smith, Neil. "Chomsky's science of language." In **The Cambridge Companion to Chomsky**. (ed.) by James McGilvray. Cambridge: CUP. 2007.(S)

Journals: 1. Language, 2. Language Acquisition 3. Natural Language and Linguistic Theory

Websites: <http://owl.english.purdue.edu/owl/resource/557/01>
<http://wally.rit.edu/internet/subject/apamla.htm>

Documentation and Academic Honesty

Students are expected to complete all homework, papers and projects independently (unless otherwise specified); any work must be yours and yours alone. Working together for anything other than data collection, relying on students' work from previous semesters and/or plagiarizing published research is considered cheating.

1. Documentation Style (with illustrative examples)

Reference list styles

Note: it is usual to italicize book titles; however, if you are not able to do this, you should underline them instead.

* Book

Trudgill, P. and Hannah, J. (1994,3rd edn) *International English*, London: Edward Arnold.

Fodor, J.A. (1983) *The Modularity of Mind*. Cambridge, MA: MIT Press.

Harré, R. and Gillett, G. (1994) *The Discursive Mind*. London: Sage.

Journal article:

Roulet, E. (1997). 'A Modular Approach to Discourse Structures'. *Pragmatics* 7(2), 125–46.

Lee, E. T. & Zadeh, L. A. (1969). 'Note on fuzzy languages'. *Information Sciences* 1, 421–434.

Book article:

Harris, J. (1993) 'The grammar of Irish English' In Milroy, J. and Milroy, L. (eds.) *Real English: the grammar of English dialects in the British Isles*. London, Longman.

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Sinha, Chris. (1999). 'Grounding, mapping and acts of meaning'. In T. Janssen and G. Redeker (Eds.), *Cognitive Linguistics, Foundations, Scope and Methodology*, Berlin: Mouton de Gruyter, pp. 223-256.

Magazine article

Posner, M. I. (1993, October 29). Seeing the mind. *Science*, 262, 673-674.

Wales, L. (1994) 'Royalese: the rise and fall of "the Queen's English" ', *English Today*, vol. 10, no.3, pp. 3-10.

Daily newspaper article:

'New drug appears to sharply cut risk of death from heart failure'. (1993, July 15). *The Washington Post*, p. A12.

Entry in an encyclopedia:

Bergman, P. G. (1993). 'Relativity'. In *The new encyclopedia Britannica* (Vol. 26, pp. 501-508). Chicago: Encyclopedia Britannica.

Documenting Web Sources

Burka, Lauren P. 'A Hypertext History of Multi-User Dimensions.' *MUD History*. 1993. <<http://www.ccs.neu.edu/home/lpb/mud-history.html>> (5 Dec. 1994).

Harnack, Andrew and Gene Kleppinger. *Beyond the MLA Handbook: Documenting Electronic Sources on the Internet*. 25 November 1996. <<http://falcon.eku.edu/honors/beyond-mla/>> (17 Dec. 1997).

For more about APA and MLA Styles for Citing Print Sources, browse:

<http://owl.english.purdue.edu/owl/resource/557/01>
<http://wally.rit.edu/internet/subject/apamla.htm>

2. Protection of Copyright

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Students are expected to respect and uphold the standards of honesty in all their activities. Any cheating or plagiarism will result in disciplinary action to be determined by the instructor based on the severity and nature of the offense.

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3. Avoiding Plagiarism

Plagiarism is a serious academic offense that will result in your failing the course.

Learning notes by heart and repeating the information word by word in the exam is a type of plagiarism.