

Syntactic Structures

LING111 - UCSC Department of Linguistics - Winter 2020

Course Staff	Matt Wagers, < mwagers@ucsc.edu > Max Kaplan, < mkaplan2@ucsc.edu > Jake Vincent, < jwvincen@ucsc.edu >	Instructor Teaching Assistant Teaching Assistant
Lecture	MWF, 9:20 - 10:25am	Physical Sciences 110
Sections	△ Required. Begin meeting in Week 1. <i>Wednesday</i> A: (MK) 5:20 - 6:25pm <i>Thursday</i> B: (JV) 8:30 - 9:35am C: (MK) 3:20 - 4:25pm D: (JV) 5:20 - 6:25pm	Cowell 216
Office Hours	Mon 11:00-12:00pm Thu 10:30-12:00pm Fri 1:00 - 2:00pm	Max STEV265 Matt STEV231 Jake STEV265

Course Description and Course Goals

This course is an introduction to syntax, the branch of linguistics whose focus is structure, and more properly to the theory of syntax known as generative grammar. Generative grammar is a formal theory of grammar whose goal is to explain what constitutes the human capacity to learn and use language. It is thus fundamentally a theory of (part of) the mind. This approach, initiated by the linguist Noam Chomsky, has not only significantly affected the field of linguistics, but all disciplines touching cognitive science (psychology, philosophy, computer science, etc.)

This course is most basically about how languages are systematically alike in their basic sentence structure and the ways in which they are systematically different. Our approach in the course will be to build up a partial formal theory of sentence structure -- i.e., a *grammar* -- which attempts to model what a native speaker knows about their language (though not necessarily consciously). We will consider data from not only English but a number of other languages.

This course achieves its goals through lecture *and* through discussion of the weekly homework assignments, which directly involve the student in analysis of linguistic data; and in the construction and testing of syntactic theories.

There is **no reading** in this course and **no textbook**. The work for the course consists of written assignments, in-class quizzes, and an in-class final.

This course satisfies the MF General Education Requirement (Mathematics and Formal Reasoning). It is also a named upper-division requirement in the LANG and LING programs, which allows you to take LING113 (Syntax II).

Web Site and Communication

This course has a Google Classroom web site, and it will be our primary line of communication with you. Make sure you're receiving notifications. We are using Google Classroom instead of Canvas because this course involves considerable writing, and feedback on writing. That can be better managed electronically using Google Docs.

Requirements and Evaluation

You will be evaluated by the criteria below. The numbers in parentheses indicate the weighting each component has on your grade. Assignments and the exam are obligatory. **You must complete each assignment and take the final exam** to pass the course.

1. (10%) **ATTENDANCE AND PARTICIPATION** in class and section. Come to class every time and participate in a serious way. Almost everything interesting or important in this course happens in the collaborative exchange among instructors and students. **If you are unable to attend section, please let the section leader know in advance.** We will not take formal attendance in lecture after Week 1, but there will be occasional quizzes.
2. (60%) **WRITTEN ASSIGNMENTS.** There will be one assignment approximately each week (for 8 in total); they are obligatory. Late homework is not accepted except by pre-arrangement and with good reason. All homework submission will be handled through Google Classroom.
The assignments are weighted in a graded fashion: the first two assignments will be weighted at 5% each, and the remainder are weighted at 8.3% each. We will drop your lowest score to compute your final average, but we must receive all assignments from you (you cannot get a zero on one, and have that dropped).
3. (15%) **QUIZZES.** There will be occasional quizzes during lecture. They will be announced at least one class period in advance.
4. (15%) **EXAM.** You must take the final exam. This will occur (in person) on *Wednesday, March 18, 4:00-7:00pm.*

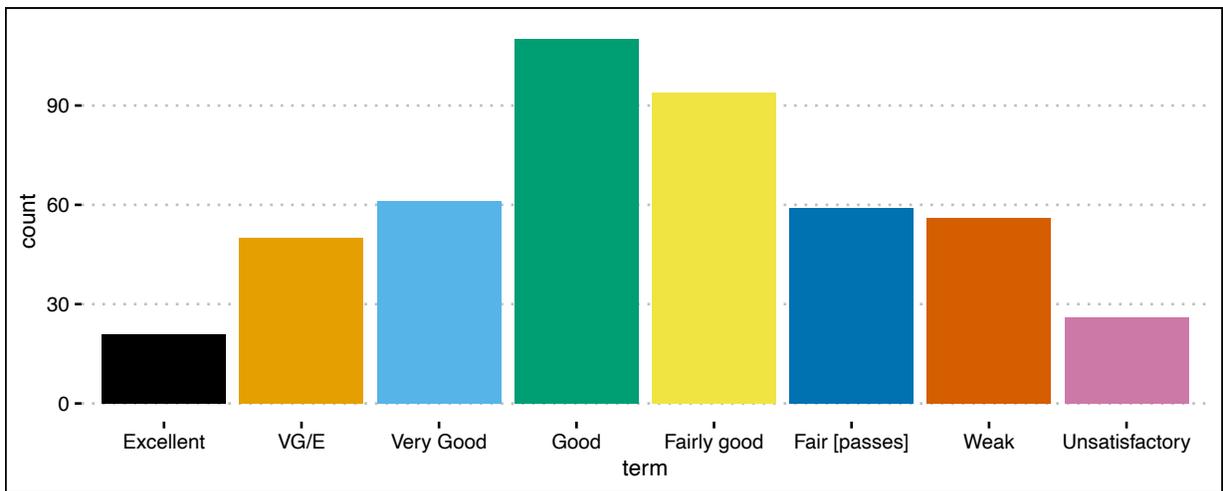
Each homework will given an overall evaluative term, and we will provide a rubric in advance so you can understand what we're looking for. The grades will be assigned in a manner that corresponds to the quality of work as follows:

Excellent	.....	9.5 pts (A)
VG/Excellent	.....	9.2 pts (A-)
Very Good	.....	8.8 pts (B+)
Good	.....	8.5 pts (B)
FG/Good	.....	8.2 pts (B-)
Fairly good	.....	7.8 pts (C+)

Fair, satisfactory, pass, ok ..	7.5 pts (C)
Weak	6.5 pts (D)
Unsatisfactory	0-5 pts (F)

We will, on rare occasion, assign the assignment a perfect score (Outstanding; 10 pts) for practically flawless work.

- **We encourage students to take this course P/NP if doing so is compatible with their degree requirements.** Students taking this course P/NP must do C level work in order to receive a Pass.
- The histogram below shows the distribution of HW evals given for 7 homework assignments in Spring 2019, with some terms collapsed. (This is only FYI: there is no



AN IMPORTANT NOTE ON COURSE ETHOS

Linguistics is a collaborative, scientific discipline. In this course, you will learn how to form and challenge hypotheses, how to construct and support a theory, and how to present arguments in clear prose.

To achieve these goals, it is important that we embrace the value of **open, collaborative and respectful exchange** among all course participants.

The course staff want you to feel welcome and unafraid to contribute candidly to class discussions. It is ideas we are evaluating, never individuals. Do not engage in any behavior (laughter, gestures, eye-rolls) that would make others feel uncomfortable or the subject of ridicule. If I detect any such behavior, I will call it out.

As an important facet of this atmosphere, it is important that all course participants -- students and instructional staff alike -- prepare thoughtfully for their interactions with other another. This includes meetings in lecture, section, office hours; in written work, whether it be student assignments, staff evaluations of student work, or in messages.

If you have any question or concerns about the above, at any time during the course, please do not hesitate to talk with one of the course staff.

grading quota).

Writing Guidelines

Writing is important in this course, as it serves as part of the upper-division disciplinary communication (DC) requirement for LING/LANG majors. The requirements for acceptable assignments below are stringent, but they reflect a simple principle: preparing a neat and thoughtfully presented assignment not only helps us give you a fair evaluation but it also allows us to spend our time thinking about your argument and providing guidance to help you master the course material.

1. Solutions to homework assignments should be presented in coherent prose: groups of complete sentences that lay out your thinking clearly, explicitly and in an organized fashion.
2. Submit professional work. Your prepared assignments should contain no spelling errors or mistakes in grammar and punctuation. If you are unsure about your skills, please consult a writing tutor.

-- To meet guidelines 1-2, you may find it necessary to do at least one or two drafts --

3. Work must be submitted via Google Classroom as a Google Doc (not a PDF). This allows us to provide written feedback on your solution, in the form of comments or in-line annotations.
4. When you are referring to words as words, either underline or italicize them. As in, “The word *likely* has two syllables” or “In this sentence, the word hammer is the head of a noun phrase.”
5. If you make use of someone else’s ideas or observations, give them explicit credit in your solution, either by using their name in a parenthetical citation or in a footnote. If you have worked with other people on a homework assignment, please list their names on the top of the first page of your homework.

-- Work that does not meet these guidelines can be rejected --

Responsibilities and Support

Timeliness and Preparation

Arriving late and/or gathering your belongings to leave in anticipation of the class ending is really disruptive (especially the latter). It can affect course participants who may be hard of hearing, and it can distract the instructor from making important announcements.

We understand that class schedules and the geography of campus are real challenges; and we often have “tight connections.” So if you need to enter/exit the classroom while class is in progress for any reason, prepare yourself and be aware of your surroundings, e.g., remove notebooks/pens from your bag ahead of time.

In acknowledgment of people’s tight connections, I will aim to end the lecture portion of course the course five minutes in advance of 10:25 (this may not always be feasible).

Consult with the course personnel

We want you to feel very welcome to consult with the instructor and TAs at any juncture. If you get into difficulty or feel confused, it is entirely appropriate to seek help. We hope you won't hesitate to do so.

Please join us in Office Hours, as listed on page 1. We like meeting you one-on-one, and are always happy to talk about any issues raised by course material — even if it's just to satisfy your curiosity.

And I (=MW) can guarantee you, from years of experience, that students who come to office hours *feel more a part of the course, learn more and improve their course performance*. Feel free to come by without a specific question and just introduce yourself.

Coursework and academic integrity

Students are encouraged to form study groups and to discuss the homework assignments within those groups. **However, each student must write up all assignments on their own.**

- Copying or paraphrasing any portion of another student's work constitutes a violation of academic integrity. You are allowed to use another classmates observations, if you explicitly credit them in your assignment using a parenthetical citation or footnote (see Writing Guidelines above).
- No student may have access to any other student's written work while writing up their own assignment.
- No work which violates academic integrity can count in fulfillment of course requirements.

The Academic Integrity web site contains the policies and procedures that bind us both if the instructor has evidence of academic dishonesty: <https://ue.ucsc.edu/academic-misconduct.html>.

Device Use

I welcome you to use a device to take notes or assist in your participation in the course. However, I also invite you to seriously reflect on how your attention, and the attention of your classmates, can be disabled if you also text, surf the web, etc., while class is going on. In doing so you could unwittingly sabotage your ability to learn the material. The course staff will not police device use, but if you are creating a persistent visible/audible distraction, you may be asked to leave.

DRC Accommodations

UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please submit your Academic Access Letter from the Disability Resource Center (DRC) to me privately during my office hours or by appointment, as soon as possible in the academic quarter, preferably within 1 week. (You

are also welcome to give it to me after lecture, but I cannot guarantee your privacy this way.)

I also encourage you to discuss with me ways we can ensure your full participation in this course. I encourage all students who may benefit to learn about the DRC and the UCSC accommodation process. You can visit the DRC website at drc.ucsc.edu. You can make an appointment and meet in-person with a DRC staff member. The phone number is 831-459-2089, or email drc@ucsc.edu.

Tutoring

You have the opportunity for free, additional tutoring to help you master the material for this course. This resource is available through Learning Support Services (<https://lss.ucsc.edu/programs/supported-classes/index.html>).

All UCSC undergraduate students are eligible for 2 hours of tutoring per week. Students may sign-up for tutoring at the Slug Success online sign up system (<https://sserc.ucsc.edu/slug-success>).

Slug Support

College can be a challenging time for students and during times of stress it is not always easy find the help you need. The UCSC Slug Support Program was created to promote early intervention with students of concern to prevent culminating problems from escalating into a crisis. The goal of the Slug Support Program is to identify students of concern and develop an action plan focusing on retention through provision of support and resources. UCSC's Slug Support Program is a two-part, comprised of both an individual Slug Support Coordinator and the Slug Support Team. While the Slug Support Program does not provide counseling directly to students, we work very closely with Counseling and Psychological Services to get students the emotional and psychological support they need.

Referrals to the Slug Support Program can be made both by the student and/or someone in the UCSC campus community. If you are student or know a student who is need of support and/or resources, you can start by navigating to the referral page for instructions on making a referral for our services.

This site has been established to make the UCSC Slug Support Program and available resources more accessible to students, faculty, staff and community members. If you have questions or would like more information on the Slug Support Program, please contact the Dean of Students Office at 831-459-4446 or you may send an email to deanofstudents@ucsc.edu.

Title IX

The UC Policy on Sexual Violence and Sexual Harassment designates faculty and student employees, including Teaching Assistants, Readers, Tutors, etc., as “responsible employees” who are required to notify the Title IX Officer of any reports of incidents of sexual harassment and sexual violence (sexual assault, domestic and dating violence, stalking, etc.) involving students. Academic freedom exceptions exist for disclosures made within a class discussion or assignment related to course content; under those

conditions only, a report to the Title IX Officer is not required. The Campus Advocacy Resources and Education (CARE) Office (831) 502-2273, care@ucsc.edu can provide confidential support, resources, and assist with academic accommodations. To make a Title IX report, please contact the Title IX Officer at (831) 459-2462, or use this [online reporting link](#).

Undocumented Students

The UC system is committed to providing undocumented students with a safe and supportive learning environment.

To learn about the resources available to undocumented students at UCSC, see <https://eop.ucsc.edu/undocumented-student-services/index.html> and <http://undoc.universityofcalifornia.edu/>, or contact Valeria Chavez-Ayala, the UCSC Undocumented Student Services Coordinator (vchavez@ucsc.edu, 831-459-2296).

Students at immediate risk of deportation should contact Anna Campos (alcampos@ucsc.edu, 831-459-3048), or Pablo Reguerin (831-428-2839).

Unauthorized Sale of Notes

The unauthorized sale of lecture notes, handouts, readers or other course materials, is a violation of campus policies (Student Judicial Handbook, sections 102.17 and 102.018). Students may be disciplined for selling, preparing, or distributing course lecture notes for any commercial purpose, whether or not the student took the notes themselves. Judicial action for violating campus policies may include disciplinary probation, suspension, or dismissal, which may have serious effects on your academic careers. The sale of classroom notes is also a violation of state law (Cal. Educ. Code, section 66450) and may be associated with civil penalties of up to \$25,000 depending on the number of offenses. It may also constitute copyright infringement subject to legal action.

There is a (non-commercial) note taker program affiliated with the DRC. The DRC hires note takers for eligible students with disabilities who need notes for a specific class. See the DRC website for more information.



The wrong approach¹



A better approach²

¹ <http://hyperboleandahalf.blogspot.com/2010/11/dogs-dont-understand-basic-concepts.html>

² <http://hyperboleandahalf.blogspot.com/2010/06/this-is-why-ill-never-be-adult.html>