

# LINB06 Syntax I

Summer 2023  
University of Toronto Scarborough

**Instructor:** Dr. Curt Anderson (he/him/his)  
**Email:** curt.anderson@utoronto.ca

**Class time:** Tuesdays 13:00 to 15:00 & Thursdays 13:00 to 15:00  
**Classroom:** MW 170  
**Course webpage:** Quercus (<http://q.utoronto.ca>)  
**Drop-in hours:** Tuesdays 15:30 to 16:30, Wednesdays 13:00 to 14:00 (MW311)  
and also by appointment (send me a message)

**TAs:** Emilia Melara ([emilia.melara@mail.utoronto.ca](mailto:emilia.melara@mail.utoronto.ca))  
Jessica Denniss ([jessica.denniss@mail.utoronto.ca](mailto:jessica.denniss@mail.utoronto.ca))

## 1 Course Overview

In this course, we'll look at the principles underlying how languages construct sentences, and how these principles determine whether particular sentences are possible or impossible, and possible dimensions for syntactic variation between languages. To do this, we'll look at judgement data from English, French, and other languages in order to make and test scientific hypotheses regarding the nature of syntax, the ability of speakers to structure more basic words and morphemes into larger linguistic units. Along the way, we'll gain a better understanding of what it means to treat linguistics as a science, get practice in making linguistic arguments, and pick up tools for the analysis of syntax across human languages.

## 2 Relation to Other Courses

**Prerequisite:** LINA01H3  
**Exclusion:** LIN232H  
**Breadth Requirements:** History, Philosophy & Cultural Studies

## 3 Textbook and Readings

You will have weekly readings from the following textbook. This is available from the U of T bookstore, and at the usual places online.

- Carnie, Andrew. 2013. *Syntax: A generative introduction* (4th edition). Wiley-Blackwell.

There is a workbook that's sometimes sold alongside the textbook, but it's not required for this course.

## 4 Requirements

The requirements for the course are as follows:

<u>Assessment</u>	<u>Weight</u>
6 problem sets (PSets)	18%
4 in-class quizzes	12%
Midterm exam	35%
Final exam	35%

**Late assignments:** In general, late assignments will not be accepted, except under special circumstances. If you anticipate not making a deadline, please talk to me as soon as possible so that we can figure out the next step (such as consulting with AccessAbility Services) to get you back on track in the course.

**Grace period:** For every problem set, I'll accept it for **24 hours after the official due date with no penalty** (known as the Grace Period). Use this in case of last minute issues with your internet connection, you overslept, you were in a different timezone and miscalculated the time, your solution blew up on you at the last minute, and so on. You can alternatively use the Grace Period as a general automatic one day extension on an assignment, and privately consider it the absolute final deadline. Use it in whatever way is best for you, but the late penalty after the Grace Period is 100%.

**Submission:** Assignments must be submitted via the submission page on Crowdmark. No email submissions will be accepted without my approval first. Please check that you've uploaded the correct file and that it has uploaded correctly. Submissions will be marked as is.

## 5 Course Policies

**About this course:** Syntax is a discipline in linguistics that makes extensive use of tools that are reminiscent of math (e.g., manipulation of symbols in prescribed ways). Being successful in this course to a level you're satisfied with will likely require work outside of classtime reading the textbook and studying practice problems. This is also a course with very little memorization or rote recitation; many of the problems you encounter on the homework and exam will require you to take a concept we've learned and apply it to an unfamiliar set of data.

**Formatting assignments:** Your assignments should be neatly formatted so that it is easy to see which question is being answered, and answers should include no work that doesn't relate to the solution. When submitting on Crowdmark, you should make sure that your answer to each question includes no part of any other question or any notes, calculations, practice figures, doodles, and the like. Points may be deducted on assignments that are particularly difficult to follow. You're welcome to use the assignment itself as a template to format your response, but it's not required.

**Preference on names and pronouns:** If you want me to refer to you with a particular name or pronouns, please let me know at a time that works best for you. If I make a mistake, please don't hesitate to politely correct me after class, in office hours, or via email.

**Communication:** Make sure you check your University of Toronto email and Quercus Messages and Announcements regularly, as I occasionally make important announcements. I check my own email regularly, but if I don't get back to you within 36 hours (excluding weekends), it's ok to

send me a reminder. For privacy reasons, make sure you use your UofT email address or Quercus to message me.

In the “Subject” line of messages to me, put the course number plus a short descriptor of what the email is about (e.g, LINB06 Question about c-command). When you sign your email, use your full name, and make sure you mention which course your question pertains to at some point in the email. I check my email regularly, but if I don’t get back to you within 36 hours (excluding weekends or holidays), feel free to send a reminder.

**Regrades:** If you got a mark off for an answer and believe it was in error, we can revisit the mark. To do this, you must provide the following: which specific question to look at, what your answer was, why your answer is correct, and why you think it was marked incorrectly. I will only consider regrade requests if there is a specific question you think was marked incorrectly and you state why you think it was marked incorrectly.

**Drop-in hours and appointments:** No appointment is necessary for my drop-in hours. If you have a virtual appointment with me, use the office hours link on Quercus at your scheduled time, and I’ll let you in from the waiting room once I’m ready. For in person appointments, come to my office in MW311. My door will be open; if it isn’t, come back in a few minutes, since I’m either with someone or away from my office. If I’m with another student, just hang out in the waiting area until we’re finished.

**Accessibility:** Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services Office as soon as possible. AccessAbility Services staff (located in AA142) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. Call 416-287-7560 or email [ability@utsc.utoronto.ca](mailto:ability@utsc.utoronto.ca). The sooner you let them know your needs the sooner they can help give you the proper accommodations so that you can achieve your learning goals in this course. I’ll do my best to remember what accommodations you require, but please remind me as necessary as well. It’s not a bother to me at all.

**Academic misconduct:** “The University treats cases of cheating and plagiarism very seriously. The University of Toronto’s Code of Behaviour on Academic Matters<sup>1</sup> outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include using someone else’s ideas or words without appropriate acknowledgement, submitting your own work in more than one course without the permission of the instructor, making up sources or facts, obtaining or providing unauthorized assistance on any assignment, using or possessing unauthorized aids, looking at someone else’s answers during an exam or test, misrepresenting your identity, or falsifying or altering any documentation required by the University, including (but not limited to) doctor’s notes.”

The university’s academic misconduct code is very general, but it applies to collaborating on and discussing assignments with colleagues, friends, tutors, and answering services; using group chats to discuss aspects of an assessment that is still open; looking up answers, code, suggestions, hints, and so on for assessments; getting direct or indirect advice from someone on how to answer a question; using AI to help complete an assessment in part or in whole; and generally circumventing or helping others to circumvent University of Toronto academic standards of behavior.

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<sup>1</sup><http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>

## 6 Schedule

This is a tentative overview of the topics we'll address, with the current plan for readings. Specific due dates for assignments and quizzes will be announced in class and/or on Quercus.

TUESDAY		THURSDAY	
May 9th	<b>Day 1</b>	11th	<b>Day 2</b>
Introduction to the course Parts of speech <b>Read:</b> Chapter 1 <b>Read:</b> Chapter 2		Parts of speech continued Phrase structure rules <b>Read:</b> Chapter 2 <b>Read:</b> Chapter 3	
16th	<b>Day 3</b>	18th	<b>Day 4</b>
X-bar theory <b>Read:</b> Chapter 6		More X-bar theory <b>Read:</b> Chapter 7	
23rd	<b>Day 5</b>	25th	<b>Day 6</b>
More X-bar theory continued <b>Read:</b> Chapter 7		Theta-theory <b>Read:</b> Chapter 8	
30th	<b>Day 7</b>	June 1st	<b>Day 8</b>
Head movement <b>Read:</b> Chapter 10		DP movement and Case <b>Read:</b> Chapter 11	
6th	<b>Day 9</b>	8th	<b>Day 10</b>
<i>Wh</i> -movement <b>Read:</b> Chapter 12		<i>Wh</i> -movement continued <b>Read:</b> Chapter 12	
13th	<b>Day 11</b>	15th	<b>Day 12</b>
Binding theory <b>Read:</b> Chapter 5		Conclusion	