Add Course Request

Submitted on: 2013-02-27 11:38:09

1. **COURSE SUBJECT**	LING
2. **COURSE NUMBER** (OR PROPOSED NUMBER)	3511Q
3. **COURSE TITLE**	Syntax
4. **INITIATING DEPARTMENT or UNIT**	LING
5. **NAME OF SUBMITTER**	Jon Gajewski
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8. **CONTACT PERSON**	Jon Gajewski
9.**UNIT NUMBER of CONTACT PERSON** (U-BOX)	1145
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11. **EMAIL of of contact person**	Email: jon.gajewski@uconn.edu
12. Departmental Approval Date	11/13/2012
13. School/College Approval Date	02/05/2013
14. Names and Dates of additional Department and School/College approvals	
15. Proposed Implementation Date	Term: Fall, Year: 2013
16.Offered before next printed catalog is distributed?	No
17. **General Education Content Area**	
18. **General Education Skill Code (W/Q).** Any non-W section?	Q
19. Terms Offered	Semester: Fall Year: Every_Year
20. Sections	Sections Taught: 1
21. Student Number	Students/Sections: 25
22. Clarification:	
23. **Number of Credits**	3 if VAR Min: Max: credits each term
24. **INSTRUCTIONAL PATTERN** Two 1.5 hour lectures.	
25. Will this course be taught in a language other than English?	No If yes, then name the language:

26. Please list any prerequisites, recommended preparation or suggested preparation: LING 2010Q	
27. Is Instructor, Dept. Head or Unit **Consent Required**?	No
28. Permissions and Exclusions: Not open for credit to students who have passed LING 3510Q	
29. Is this course **repeatable for credit**?	No If yes, total credits allowed: Allow multiple enrollments in same term?
30. **Grading Basis**	Graded
31. If satisfactory/unsatisfactory grading is proposed, please provide **rationale**:	
32. Will the course or any sections of the course be taught as Honors? AsHonors	
33. Additional Details:	
34. Special Attributes:	
35. **REGIONAL CAMPUS AVAILABILITY**: No plans to offer at Regional Campuses. To our knowledge no faculty there interested in teaching.	
36. PROVIDE THE PROPOSED TITLE AND COMPLETE CATALOG COPY: LING 3511Q. Syntax Three credits. Prerequisite: LING 2010Q Analysis of the syntax of natural languages in a generative framework: phrase structure, movement, syntactic operations and dependencies.	
37. **RATIONALE** FOR ACTION REQUESTED a) We are splitting LING 3510Q Syntax and Semantics into two courses: LING 3410Q Semantics and LING 3511Q Syntax. e) LING 3510Q will be dropped from the catalog.	
38. **SYLLABUS:** Online URL: (https://web2.uconn.edu/senateform/request/course_uploads/jog05007-1361983014-3511Q Syllabus.rtf)	
39. **Course Information: ALL General Education courses, including W and Q courses, MUST answer this question** a) The course is an introduction to syntax (sentence structure) in natural languages. Students will acquire the formal tools necessary to construct explicit, testable hypotheses about language structure. Topics include phrase structure, subcategorization and transformations, including movement.	

b) Two regular exams and a final. Exams focus on problem solving, using techniques derived in class. Weekly readings are chapters from a textbook (Grammar as Science). There are five challenging problems sets assigned as homeworks, involving exercises in which students must construct and test grammars.

c) The major theme is the study of the syntactic competence of native speakers of natural language. Specific topics include: rules that generate structure, how the lexical entries of words influence structure, and transformations on rule-generated structures.

d) New course.

40. **Goals of General Education: All Courses Proposed for a Gen Ed Content Area MUST answer this question**

41. **Content Area and/or Competency Criteria: ALL General Education courses, including W and Q courses, MUST answer this question.:** Specific Criteria

a. **Arts and Humanities:**
b. **Social Sciences:**
c. **Science and Technology:**
    i. **Laboratory:**
d. **Diversity and Multiculturalism:**
    43. **International:**
e. **Q course:**

1. Include mathematics and/or statistics at or above the basic algebra level as an integral part of the course which is used throughout the course.

This course in syntax involves constructing a formal model of a native speaker\\\'s knowledge of the structure of the sentences of their language. The structure of the sentences of a natural language are analyzed using tools from the mathematical theory of formal languages. A formal language is a set of strings generated by a formal grammar, which consists of a set of formation or rewrite rules.

2. Include use of basic algebraic concepts such as: formulas and functions, linear and quadratic equations and their graphs, systems of equations, polynomials, fractional expressions, exponents, powers and roots, problem solving and word problems. Formal abstract structures used in symbolic logic and other algebraic analyses are acceptable;

The kind of formal grammar that has been proven most fruitful for the study of natural language is the phrase structure grammar (PSG). PSGs are a type of context free grammar, which involves the use of rewrite rules of the form \\\'A -> s\\\', which means that the symbol A may be rewritten as the sequence of symbols s. Students of this class must master the construction and analysis of such PSGs. Particular attention is paid to constructing PSGs that contain recursive rewrite rules. It will be shown that PSGs alone are insufficient to account for language structure and must be supplemented with transformational rules.

3. Require the student to understand and carry out actual mathematical and/or statistical manipulations, and relate them to whatever data might be provided in order to draw conclusions. Merely feeding numerical data into a program on a computer or a calculator to obtain a numerical result does not satisfy this requirement. Technology should be viewed as a tool to aid understanding and not as a driver of content.

The most important goal of this class is to teach students how to use formal tools like PSGs to construct explicit, testable hypotheses about the structure of language. Students will be presented with data sets and asked to construct grammars that explain the patterns observed. To construct such grammars, the students must carry out detailed calculations to generate the structures of sentences. Their use of the formal tools and the predictions of their hypotheses will be critiqued and challenged with further data. Gradually the students will become more comfortable with and knowledgeable about the mathematical tools underlying syntax as they begin to understand empirical hypotheses the formal models represent.

For each of the three criteria listed above, please provide a brief statement (two to three sentences for each criterion) explaining how the proposed course will meet that criterion. ALL THREE criteria must be satisfied. Also provide examples of exams, projects, problem sets, etc. that evaluate the quantitative competency of the student.

f. **W course:**

42. **RESOURCES:**

Does the department/school/program currently have resources to offer the course as proposed
YES
If NO, please explain why and what resources are required to offer the course.

43. **SUPPLEMENTARY INFORMATION**:

Please note that this is an expansion of half of an existing Q course, LING 3510Q Syntax and Semantics.

ADMIN COMMENT:

Senate approved Q10.14.13. GEOCQAppr_032613KCP.
NewQ_expansion1/2ofLING3510Qwhichwillbedropped_022713KCP

LING3511Q: Syntax
Fall, Tu/Th

Prof. Susanne Wurmbrand susanne.wurmbrand@uconn.edu

Course material

The main textbook for the course (available at the Coop and also viewable as an eBook through the

UConn Libraries) is:

Grammar as Science. 2010. R. K. Larson & K. Ryokai. Cambridge, Mass: MIT Press.

Additional materials will be posted on HuskyCT and distributed in class. Regular attendance is therefore important since the class will cover material not discussed in the readings.

Schedule (subject to change)

Parts I to VII refer to:

Grammar as Science. 2010. R. K. Larson & K. Ryokai. Cambridge, Mass: MIT Press.

Haegeman (available on HuskyCT):

Haegeman, Liliane. 1994. Anaphoric Relations and Overt NPs. In *Introduction to Government and Binding theory*, 201-250. Oxford: Blackwell.

Week	Dates	Topic	Readings	Important dates
1		Overview and foundational issues	Part I	
		PS-rules and grammars	Part II	
2		Basic clause structure	Part III, Unit 6	
		Constituency tests	Part III, Unit 7	HW1 due
3		Syntactic categories and relations	Part III, Unit 8, 9	
		Subcategorization, selection	Part V, Units 13, 14	
4		Arguments vs. adjuncts	Part V, Units 15, 16	
		Structure of argument vs. adjuncts	Part V, Units 17, 18	HW2 due
5		Review and exercises		
		First Exam		
6		Complement clauses	Part VI: Unit 19	
		Non-finite complement clauses	Part VI: Unit 20	
7		Control	Part VI: Unit 21	
		Clauses within NPs	Part VI: Unit 22	HW3 due
		SPRING BREAK		
8		X-bar Theory	Part VI: Unit 23	
		Constituency again		
9		*Wh*-movement	Part VII: Unit 24	
		More on *wh*-movement	Part VII: Unit 25	HW4 due
10		Review and exercises		
		Second Exam		
11		Movement constraints I	Part VII: Unit 26	
		Movement constraints II	Part VII: Unit 27	

12		Parametric variation	Part VII: Unit 28	
		More on parameters		
13		Anaphoric relations	Haegeman	HW5 due
		Binding principles and domains		
14		Review and exercises		