

# Foundations of Syntactic Theory<sup>1</sup>

## Course Information

This course is an introduction to syntactic theory with an emphasis on data analysis, critical thinking, and model development. It is taught within the generative Chomskian approach to the syntax of natural languages. We will use theoretical frameworks from *Syntactic Structures* in 1957, though the approaches of *Government and Binding*, *Principles and Parameters*, and the *Minimalist Program* extending to the present day, and will cover the concepts of constituency, phrase structure rules, X'-theory (pronounced "X-bar"), binding theory, head movement, DP movement, *wh*-movement, ditransitive verbs, and control & raising.

## Course objectives

We will examine the syntactic structure of language within the *generative* framework of syntax. In this approach, the linguistic knowledge of a human language speaker is modeled by a formal, symbolic (ie, not probabilistic) system of rules and constraints which can generate all and only the sentences that are part of the speaker's language. Although we view this as a generative process, it is *generative* only in the sense that the model we describe in this way will *enumerate* the unbounded set of possible sentences in a language based on a finite set of rules, constraints, and lexical items. This generative process should not be confused with a time-based model of the actual production of a sentence by human speakers of a language, which we'll leave as a problem of psycholinguistics and language processing.

We will see how various modules of human language systems interact to generate sentences—primarily the semantic and morphological modules—and how specific universal constraints control or limit this generation. Since the Summer sessions of this course are primarily taken by students in the Master's in Human Language Technology program, our approach to building a symbolic grammar will emphasize the coverage of empirical data that would be required in order to appropriately model the full range of human linguistic competence.

We will...

- progressively build a formal system (ie, a model or a grammar) to describe grammatical and ungrammatical sentences in human language.
- apply principles that have guided the historical development of syntactic theory.
- apply the scientific method to generalize data, form hypotheses about a model, and test them against more data.

---

<sup>1</sup>The original development of this course was done by Andrew Carnie and later adapted by Jianrong Yu.

- compare syntactic models by evaluating their conceptual and empirical strengths.
- develop skills of simultaneously analyzing data across a wide variety of distinct languages.
- develop hypotheses based on language data and evaluate arguments to support those hypotheses.
- practice structuring arguments in a coherent and convincing way.
- compare and contrast hypotheses about models of human language.

## Learning outcomes

By the end of this course, successful students will...

1. be able to describe the complexity of sentence structure in human language.
2. be able to compare theories of syntax conceptually and empirically.
3. be able to identify the data needed to confirm or refute a hypothesis regarding a model of language.
4. develop skills to analyze data across a wide variety of human languages.<sup>†</sup>
5. be able to give structural analyses of natural language sentences, which form the basis of practical applications in natural language processing and parsing.<sup>†</sup>
6. be able to use tools for representing the structure of sentences in natural language.<sup>‡</sup>

<sup>†</sup> relates to Linguistics HLT program outcome #2.

<sup>‡</sup> relates to Linguistics HLT program outcome #3.

## HLT learning outcomes addressed in this course

2. Students will be able to use fundamental algorithms and concepts in Natural Language Processing.
3. Students will show knowledge of tools and packages used in Natural Language Processing.

## Locations and Times

This is an asynchronous online course. According to University of Arizona policy, class attendance is demonstrated by active participation in course-related online activities, such as interacting with D2L pages, the course forum, OpenClass exercises, and so on. Course sessions will not be held in-person. Please see the course D2L page for important dates and further information.

## Prerequisites

None

## Instructor

name Eric Jackson  
email ejackson1@arizona.edu  
office hours Thursdays 10:00am–12:00pm (Arizona time, UTC-7) and by appointment,  
online via Zoom at <https://arizona.zoom.us/j/85918185000> (passcode 940072)

My working hours are 9-6 in Arizona, and I generally do my preparation and grading for the course at that time. If you need to contact me, the best way is to send me an email or a forum message. I try to respond within 24 hours, but *during* working hours, I may be grading coursework, meeting with someone, or recording lectures, so my response may not come immediately. If there's a chance you may need my response, don't wait to find that out until a deadline is upon you.

Normal business hours in Arizona may not be convenient for everyone in this course. If you need to meet outside of Arizona business hours, I'm holding Thursday evenings open. Contact me in advance to set up a time and a link; I won't otherwise be online then.

## Course forum (Zulip)

For this course, we'll use a forum that is outside the course website, though still provided by the university. Some participation-graded activities will take place on this forum, so make sure you sign up in the first week.

In addition to the assigned forum activities, you're free to start discussions there with the class, or post questions about the course. Bear in mind that responses from the forum (from me or from other students) may be quick, but this is not guaranteed. You should plan as if forum responses may take twelve or more hours.

## Textbook and readings

The textbook we'll use in this course is available for free (digitally) through the library. You'll need to log in to UA Libraries with your NetID and password to access the book in this way. You are also free to obtain a paper or digital copy of this textbook on your own.

Carnie, Andrew. 2012. *Syntax: A generative introduction*, 3rd edn. John Wiley & Sons.

ISBN-13: 978-0470655313

<https://ebookcentral.proquest.com/lib/uaz/detail.action?docID=1120243>

I may assign supplemental readings through the course website. If I do, I'll provide ways for you to access them digitally.

## Requirements and grading

Students are expected to actively participate in the course by watching the recorded lecture videos, reading and digesting the assigned readings, completing any assigned homework or activities, and engaging with the instructor and other students in the course forum. You are all adults, and I expect you to take responsibility for your own learning.

### Readings

Readings from the textbook will be assigned for each unit of the course. You may read the assigned sections before you watch the lectures, or after—it's up to you. **However, you must read the assigned sections and complete any reading-based activities before the end of that week.** Watching the lecture videos is not a substitute for understanding the readings. (See the section on *Participation-graded activities* below.)

### Lectures

Lecture videos will be available on the course website (D2L). You are expected to watch all lectures and understand the content.

If the content of a unit is not clear to you on the first viewing, don't panic. Make sure you've done the readings from the textbook, and maybe try watching the lectures a second time. You're free to search for other presentations of the same topic online. If a concept is still unclear, you are expected to send a question to the instructor by email, meet with the instructor in regular office hours or arrange another time to meet, or post a question for clarification on the course forum.

### Homework

There will be seven graded homework assignments, one each week. Note that the last week is shorter than others. Graded homework assignments will be given via D2L. Student homework submissions will also be collected through the assignment item in D2L and must be in PDF format; files submitted in any other format (.doc, .docx, .rtf, .odt, .txt, or any other) will not be accepted. Freely available options to convert files to PDF include Google Docs and LibreOffice. Handwritten assignments are acceptable, so long as they are in PDF format and are reasonably legible.

### Participation-graded activities

In addition to the graded homeworks, there will be two types of ungraded assignments. Completing these assignments is all that is required for full credit.

One type of participation-graded activity will be a weekly response to the assigned reading. You will post these on the Zulip forum in response to prompts that will be provided in the course website. Although you are minimally required to post your own response to the reading, you are encouraged to read and respond to other students' posts, as well.

The second type of participation-graded activity will be questions that are embedded in each video lecture. Some may be open-ended, while others may have specific answers. Questions with specific answers can be attempted *multiple times* until you arrive at the correct answer. They are not intended to add stress, but to get you actively thinking about new concepts. Although your answers are not graded for content, doing your best to answer them by applying the content from the video *will* affect how much of the course content you understand and retain. Please note that you must complete watching the video lectures before your grade on the video questions are recorded in D2L's gradebook.

In this run of the course, I plan to add some additional practice resources that may include OpenClass Review & Mastery activities. Since these course elements are in development, you may not be required to complete them—but you are still encouraged to work through them, since they may nonetheless help you better understand the concepts being presented in the course. Your feedback on them will also help future students in this course.

## Grading

Participation-graded assignments are graded as one point for completion or zero for non-completion. All your graded assignments are given numerical scores, with the number of points available specified for each assignment. A final course grade of A, B, C, D, or E will be given. The following minimum percentages will guarantee the corresponding letter grades, in accordance with university policy:

A:	90–100%
B:	80–89.9%
C:	70–79.9%
D:	60–69.9%
E:	0–59.9%

The graded homework assignments and participation-graded activities will contribute to your final grade as follows:

	type	number	total
homework assignments		7	70%
lecture questions		variable	20%
reading responses		7	10%
	total		100%

The due date for each assignment will be posted with the assignment in D2L. All times will be given in Arizona time (Mountain Standard, GMT-7). If you have an unexpected life event that will keep you from completing an assignment on time, talk to me about accomodation as soon as you can. **Late work will otherwise not be accepted.**

## Course schedule

The course is divided into seven topical modules, one each week, with readings, lectures, activities, and assignments for each module. All course material are available on D2L.

Specific pages for each official reading assignment will also be found in D2L. All dates and times for the course are in Arizona Mountain Standard Time (MST-7).

START DATE	UNIT TOPIC	READING	HOMEWORK
5/15/23	Unit 1: Preliminaries	Ch 1, 2, end of 3	1: Due 05/22
5/22/23	Unit 2: PSRs and Binding	Ch 3, 4, 5	2: Due 05/29
5/29/23	Unit 3: X'-theory	Ch 6, 7, 8	3: Due 06/05
6/5/23	Unit 4: Head and DP movement	Ch 10, 11	4: Due 06/12
6/12/23	Unit 5: <i>Wh</i> -movement	Ch 12, 13	5: Due 06/19
6/19/23	Unit 6: Ditransitive verbs, control and raising	Ch 14, 15	6: Due 06/26
6/26/23	Unit 7: Advanced binding theory, wrap up	Ch 17	7: Due 6/30

## Technology

This course won't involve programming in the same way that other HLT courses do. However, I may point you to some tools that will help you work with the concepts we're learning in this course. If I point you to it, it means I've at least gotten it to work for me—and I can provide limited support in getting things running for you, too. I have a preference for web-based or cross-platform solutions, but since I'm running Linux, I may not be able to help with the specifics of getting things running in Windows or MacOS.

## Collaboration Policy

Students are encouraged to discuss problems and general approaches for solutions, but everyone must turn in their own work. Your education is about training your mind; in the same way that you can't have someone else exercise for you, you'll get no educational benefit by using someone else's work. Even if you discuss an assignment with someone else, you must put in the time to create your own submission, and you should be confident that it represents your own individual work. You may not submit assignments that are substantially the same as your classmates.

## University boilerplate

*All of the following items are required by the university to be included on syllabi. If you find something here that is surprising or unexpected, please bring it up with me as soon as possible.*

By way of a brief summary:

**Disabilities** If you have a disability that affects how you will need to do the work in this class, please let me know *within the first week of class*.

**Academic Code of Conduct** Cheating and plagiarism are not remotely acceptable in any way. Disruptive behavior in class—which here includes audio, video, or text on any of our course websites or by email—is not acceptable. Please be respectful of others.

**Sensitive Material** This is a university and you are adults. It is possible that we may touch on topics that some students could find sensitive during the semester. Given the focus of this course, this seems unlikely, but I alert you nonetheless.

## Health & Wellbeing

The university has a specific site for COVID information: <http://covid19.arizona.edu>. If you are experiencing personal or financial challenges from COVID-related things, or from any other health-related issue, let me know as soon as you can if we need to make accommodations, and please stay safe.

The semester ahead may come with ups and downs in both physical and mental health, but there are lots of ways to support yourself. Eat well, get regular exercise, and don't neglect things like self-care, talking with friends and family, or getting a fresh perspective from a supportive group. Stress is a normal part of life and may even motivate you sometimes, but chronic or overwhelming stress can affect your physical and mental health and wellbeing. Pay attention to your personal signs that you're overly stressed, like changes in your mood, appetite, sleep, behavior, or new physical symptoms (aches, pains, etc.) that interfere with school and daily life. If you notice these signs or have questions about helpful resources, I welcome you to talk with me. You can also visit [caps.arizona.edu/mental-health](https://caps.arizona.edu/mental-health) for mental health tools and resources.

## Mental Health & Wellness Resources

- **Health & Wellness:** Campus Health provides quality medical, mental health, and wellness services for students. Visit [health.arizona.edu](https://health.arizona.edu) or call 520-621-9202 (520-570-7898 for help after hours)
- **Mental Health:** Campus Health's Counseling & Psych Services offers a range of mental health support tools and services like self-care strategies, peer support, groups and workshops, and professional mental health services. Visit [caps.arizona.edu/mental-health](https://caps.arizona.edu/mental-health) or call CAPS 24/7 at 520-621-3334 to learn more.
- **Crisis Support:**

Suicide & Crisis Lifeline: call 988 Crisis Text Line: text TALK to 741-741 Visit [preventsuicide.arizona.edu](https://preventsuicide.arizona.edu) for more suicide prevention tips and resources

## Absence and Class Participation Policy

Attendance in an all-online course is not evaluated like attendance in an in-person course. For this course, attendance will be represented by active reading, completion, and participation in online course activities, including materials and activities posted on D2L, OpenClass, our course forum, and any other related websites.

The UA's policy concerning Class Attendance, Participation, and Administrative Drops is available at: <http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop>

The UA policy regarding absences is that any sincerely held religious belief, observance or practice will be accommodated where reasonable, <http://policy.arizona.edu/human-resources/religious-accommodation-policy>.

Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored. See: <https://deanofstudents.arizona.edu/absences>

## **Classroom Behavior Policy**

To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities.

Students are asked to refrain from disruptive conversations with others in the course. Students observed engaging in disruptive activity will be asked to cease this behavior. Those who continue to disrupt the class will be asked to leave that venue and may be reported to the Dean of Students.

## **Threatening Behavior Policy**

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>.

## **Accessibility and Accommodations**

At the University of Arizona, we strive to make learning experiences as accessible as possible. If you anticipate or experience barriers based on disability or pregnancy, please contact the Disability Resource Center (520-621-3268, <https://drc.arizona.edu/>) to establish reasonable accommodations.

## **Code of Academic Integrity**

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. If you found a code snippet online, it's important to cite where it came from, even if that source was stackexchange.com.

Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: <http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.

## **UA Nondiscrimination and Anti-harassment Policy**

The University is committed to creating and maintaining an environment free of discrimination; see



<http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

## **Subject to Change Statement**

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.