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Linguistics Modules - Module Information Sheet **2018/19**

1. General information

Module Code	PLIN0067	**Title**	Intermediate Generative Grammar A		**Credits**	15
Module Tutor	Kriszta Szendroi			**Contact**	k.szendroi@ucl.ac.uk	
Other tutor(s)	Elena Titov: e.titov@ucl.ac.uk					

Module available at the following levels									
Level 4 UG		Level 5 UG	X	Level 6 UG		Level 7 UG	X	Level 7 PG	

Module description

This course will deal with variation and universals in syntax from a theoretical perspective. Syntactic theories are confronted with the tension between empirical adequacy and theoretical simplicity: On the one hand a theory must be rich and powerful enough to account for variation found in the world's languages. On the other, it must be constrained in a principled way to explain attested restrictions on variation and universal generalisations. Our course will study the approaches presented by different theories in different syntactic domains. We will start the course by revisiting and introducing some fundamental syntactic notions relating to argument structure and case marking. Next we will consider different theoretical approaches to word order variation in the VP, comparing so-called OV- and VO-languages. We will extend these theories to word order variations inside the nominal domain. We will also consider different analyses that have been proposed for languages that allow the subject (or any other arguments of the predicate) to remain implicit, so-called (radical) pro-drop languages. The final empirical domain we study will be word order variations associated with different information structural configurations. We will conclude by an overview and evaluation of how the different theories succeeded in providing empirically viable and theoretically satisfying explanations for the attested word order variations.

Prerequisites	PLIN0064 (Introduction to Generative Grammar B) or equivalent
Timetable	https://timetable.ucl.ac.uk/tt/createCustomTimet.do#

Week by week summary

Week 1: Argumenthood vs adjuncthood: the case of PP complements
Week 2: Case in generative grammar
Weeks 3-4: OV/VO from different theoretical perspectives
Weeks 5-6: Universal 20 from different theoretical perspectives
Week 7: (Radical) pro-drop in the world's languages
Week 8-9: The left periphery of the clause from different theoretical perspectives
Week 10: Summary

Information for students on other programmes and Affiliate/intercollegiate students:

If you want to take this module, you should select it on Portico as usual. Any general queries about taking the module can be addressed to Alexa Richardson: enquiries-linguistics@pals.ucl.ac.uk.

2. Teaching

Teaching methods and tutorial/lab arrangements

Students attend one lecture, and one backup session per week, scheduled as above. The lecturer and TA will attend both backup sessions.

Communication

Queries and questions should be sent to the lecturer via email (k.szendroi@ucl.ac.uk), who will aim to respond to all correspondence within two working days.

Workload

Lecture and backup: 2.5 hours/week, reading and revision 4.5 hours/week.

Core texts	

One of the main skills you will acquire during this intermediate-level course is to be able to read primary literature. On first read, the following papers may seem too difficult. We will work through them together during the course. But it is important that you try reading them alone first.

- Haegeman, Liliane 1994. Introduction to Government and Binding Theory. Blackwells. Chapters 3 and 8.
- Radford, Andrew (1997). Syntax: a Minimalist introduction. Cambridge University Press. Chapter 9.
- Abels, Klaus & Ad Neeleman 2012. Linear asymmetries and the LCA. Syntax 15(1), 25-74.
- Bobaljik, Jonathan D. (1999). Adverbs: the hierarchy paradox. Glot International 4.9/10.
- Cinque, Gugliemo 2005. Deriving Greenberg's Universal 20 and its exceptions. Linguistic Inquiry 36: 315-332.
- Janke, Vikki & Ad Neeleman 2012. Ascending and Descending VPs in English. Linguistic Inquiry 43(2): 151-190.
- Neeleman, Ad 1994. Scrambling as D-Structure phenomenon. In Corvert, Norbert and Henk Van Riemsdijk (eds), Studies on Scrambling: Movement and Non-Movement Approaches to Free Word-Order phenomena. The Hague: Mouton, 387-431.
- Neeleman, Ad 1997. PP-Complements. Natural Language & Linguistic Theory 15: 89-137. https://doi.org/10.1023/A:1005700831534
- Neeleman, Ad, and Kriszta Szendrői. 2007. Radical pro drop and the morphology of pronouns. Linguistic Inquiry 38: 671-714.
- Rizzi, Luigi. 1997. "The Fine Structure of the Left Periphery." In Elements of Grammar: Handbook in Generative Syntax, edited by Liliane Haegeman, 281–337. Dordrecht: Kluwer.
- Szendrői, Kriszta. 2003. A Stress-Based Approach to the Syntax of Hungarian Focus. Linguistic Review 20(1), 37-78.
- Zwart, Jan-Wouter 1997. The Germanic SOV languages and the Universal Base Hypothesis. In: L. Haegeman (ed.), The New Comparative Syntax, 246-267. London: Longman.

Libraries and other resources
n/a

Additional information
Information for Affiliate and interdepartmental students
This module is available for students on other degree programmes, numbers permitting. Interdepartmental students registered at UCL should register for the course on Portico. Intercollegiate students should contact Alexa Richardson for undergraduate queries and Pia Horbacki for postgraduate queries (enquiries-linguistics@pals.ucl.ac.uk) for a registration form. Interdepartmental and intercollegiate students with a disability requiring additional support should contact the lecturer or Stefanie as soon as possible.
Recording
Lectures for this module are recorded via the UCL Lecturecast system, and a link to recordings will be made available via the Moodle page for this module. Please note that recordings can fail for a number of reasons.

3. Assessment

Level 4/5/6 undergraduate		
Mode of assessment	Weight	Format
Coursework	10%	Draft summary, 500 words
Coursework	40%	Complete written review, 1250 words
Coursework	50%	Final coursework, 1250 words
Other assessment information		

Level 7 postgraduate		
Mode of assessment	Weight	Format
Exam	100%	Written unseen exam, 2 hours
Other assessment information		

4. Types of feedback

Types of feedback students on this module can expect to receive	This type of feedback is provided (X)
Generic tutor feedback	
Oral feedback is given to the whole class (eg this may be about coursework, an in-class or online task)	X
Electronic feedback to the whole group (eg see oral feedback above)	X
Printed feedback to the whole group (eg answers to an exercise done in class, feedback relating to general performance on coursework or a task etc)	
Coverage of topics in class which have been raised by members of the class (eg in areas where students ask for clarification/elaboration, these topics are addressed in class)	X
Electronic responses to the whole group via the VLE or via email (eg sending replies to individual queries to the whole group)	X
Other generic tutor feedback (please give details)	
Automated feedback	
Tests / quizzes within VLE These are tests which do not count towards the module mark, but serve to inform students of how well they are understanding materials taught.	
Personal Response Systems used within class (eg to test that students understand a concept, to survey which topics students would like elaborated)	
Other automated feedback (please give details)	
Specific, targeted tutor feedback	
Oral responses within class (eg demonstrators talking to students in lab, stats and computing classes)	
Oral responses outside class (eg students are invited to telephone or meet with module staff with individual queries regarding topics taught)	X
Electronic responses to queries from individual students are provided (as above)	X
Summative comments on coursework (eg handwritten feedback at the end of a written assessment which counts towards the module mark)	X
On-script comments in the body of individual summative coursework	X
Indication of achievement against set marking criteria (eg for an individual essay or a lab report)	X
Feedback using a standard feedback form (eg essay feedback form or lab marking forms)	
Oral feedback on coursework talking to individual students about their coursework on the phone or in person, this could be summative points or specific comments on parts of the essay / lab report / project	
Electronic feedback on coursework This could be via email or on a VLE (eg using Gradebook on Moodle)	X
Other specific, targeted tutor feedback (please give details)	
Feedback from people other than module staff	
Peer feedback: fellow students commenting on/marking each other's work, or working together on a task (eg group work providing students with feedback on their ideas/understanding)	X
Self-feedback (eg students evaluating their own coursework, worksheet answers, etc)	X
Feedback from seminar tutors Students may receive feedback on their understanding of topics/answers to queries/feedback on coursework from their tutor (eg poster, Research Project presentations etc)	
Other feedback from those not teaching module (please give details)	
Feedback related to examinations	
A mock examination is given to help students prepare for the final exam	
Marks for the previous year provided online, with a breakdown of marks for individual questions	
Samples of real student work, such as coursework, exam essays, and projects from previous students on the module.	
Other exam-related feedback (please give details)	

5. Specific transferable skills (categorised into skill areas)

Transferable students on this module can expect to develop	
Academic	
Learning Actively - Able to approach learning as an active agent, taking responsibility for the process and outcomes	
Analysing Data - Able to filter and organise information to develop an argument and work toward a conclusion, applying numerical analysis where appropriate	X
Thinking Critically - Able to consider claims made against the evidence available and to develop one's own view systematically	X
Using Sources - Able to locate and use appropriate books, journals, websites and other sources to gather relevant data	X
Solving Problems - Able to use systematic approaches to overcome difficulties in producing a desired outcome	X
Managing Projects - Able to plan a coordinated set of tasks and enact over time to produce a substantial result	X
Self-management	
Reflecting on Learning - Able to review dispassionately one's approaches to learning and the outcomes and progressively improve the process.	X
Managing Time - Able to prioritise tasks and commitments to achieve optimum results in a designated timeframe	X
Being Creative / Innovative - Able to generate and apply original approaches to tasks and problems and produce improved outcomes	X
Assessing Oneself - Able to identify one's own strengths, weaknesses, progress made and action needed to improve effectiveness	X
Being Independent - Able to work at own initiative with minimal supervision, taking responsibility for action and outcomes	X
Managing Resources - Able to allocate and conserve funds and other resources on a day to day basis and to support projects	
Communication	
Writing - Able to communicate in textual forms (essays, reports, journal entries, web pages etc.) in an appropriate style with a clear narrative flow	X
Listening - Able to hear and appreciate the content, background and purpose of what someone else is communicating to you	X
Using Information Technology - Able to use digital technology for managing information and to mediate communication for learning and other purposes	X
Presenting - Able to speak to an audience, using visual aids as appropriate and respond to questions	
Communicating globally - Able to understand and manage factors affecting communication across cultures, including learning other languages	
Planning and making decisions - Able to identify steps needed to work towards goals and communicate them, including means of monitoring progress	X
Working with others	
Working in teams - Able to co-operate with others, to contribute your strengths and learn from theirs with a common purpose	X
Negotiating - Able to respect the needs and interests of others when they differ from your own and to find common ground	
Leading - Able to galvanise a team into cooperative action, to manage, guide or facilitate a group to maximise success	
Understanding others - Able to recognise the variety of ways in which people can think and approach tasks, adjusting your own to suit	X
Assessing self and peers - Able to assess your own performance objectively and to give and receive constructive feedback with others	X
Managing change - Able to adapt to changing circumstances and maintain focus on the group's declared goals	
Other transferable skills developed in this module	