



## PLIN0067: Intermediate Generative Grammar A: Word Order

### 2021/22 Module information sheet

**Name of lecturer**

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**Name of backup tutor(s)**

Jana Willer-Gold

**Module description**

This course deals 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 considering parametric variation in *neutral* word orders, i.e., orders that do not require an interpretive license and that can only contain movement operations that are obligatory. We will first look at the parametric variation in head-directionality in the verbal domain, i.e., the so-called VO/OV parameter. We will discuss theories that assume the universal base hypothesis and hence analyse the OV order as resulting from object movement, as well as theories that propose that both orders are base-generated. We will then consider the parametric variation in the placement of wh-phrases, i.e., the so-called wh-parameter. We will look at theories that propose that this variation is syntactically regulated (e.g., by the nature of the syntactic feature located in the interrogative C) and at theories that propose that the variation is interface-driven.

After the reading week, we will shift our attention to the parametric variation in word order flexibility. We will look at scrambling, i.e., optional reordering that takes place iff it is interpretively licensed. We will critically evaluate how different theories succeed in providing empirically viable and theoretically satisfying explanations for the attested variations in scrambled orders.

**Prerequisites**

PLIN0064 Introduction to Generative Grammar B or equivalent

**Timetable:** <https://timetable.ucl.ac.uk/tt/moduleTimet.do?firstReq=Y&moduleId=PLIN0067>

**Teaching methods and backup arrangements**

- Students prepare for class by watching recorded lectures (available on Tuesday), reading assigned papers and posting questions related to the lecture material and the reading in the Hot Questions Task on Moodle.

- Students attend one in-person weekly tutorial (circumstances permitting) on Monday. The tutorial will consist of a Q&A session addressing the questions asked in the Hot Questions Task followed by a workgroup in which students tackle a problem set.

Consistent participation in all module components is obligatory.

### Communication

Your main tool for communicating with me should be the Moodle forum. This will enable everybody to see both your question and my answer and to join in the conversation.

If your question is of a private nature or otherwise inappropriate for the Moodle forum, please send me an email: [e.titov@ucl.ac.uk](mailto:e.titov@ucl.ac.uk)

### Workload

- 10 x 1.5 hours asynchronous lectures
- 10 x 2 hours combined Q&A sessions and workgroups
- 10 x 4.5 hours reading and revision

### Online resources

Moodle page available at: TBC

### 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.

Bailyn, John F. 2004. Generalized Inversion. *Natural Language & Linguistic Theory* 22, 1–49.

Chomsky, Noam. 1995. *The Minimalist Program*. Cambridge, MA: MIT Press.

Chomsky, Noam. 2001. Derivation by phase. In Ken Hale: *A life in language*, ed. M. Kenstowicz, 1–50. Cambridge, MA: MIT Press.

Dyakonova, Marina. 2007. Russian Double Object Constructions. *ACL Working Papers* 2 (1), 3–30.

Huang, James. 1982. Move WH in a language without WH movement. *The Linguistic Review* 1, 369–416.

Neeleman, Ad and Fred Weerman. 1999. The OV/VO Parameter. In: *Flexible Syntax. Studies in Natural Language and Linguistic Theory*, 47. Springer, Dordrecht.

Rizzi, Luigi. 1997. The fine structure of the left periphery. In *Elements of grammar*, ed. L. Haegeman, 281–337. Dordrecht.

Titov, Elena. 2013. Scrambling and interfaces. *Interdisciplinary Studies on Information Structure*. Vol. 17. Information Structure: Empirical Perspectives on Theory. Universitätsverlag Potsdam, 33–55.

Titov, Elena. 2017. The canonical order of Russian objects. *Linguistic Inquiry* 48(3), 427–457.

Titov, Elena. 2020. Optionality of movement. *Syntax*, 23 (4), 347–374. DOI: <https://doi.org/10.1111/synt.12202>

Titov, Elena. 2021. Russian wh-questions. Ms. UCL. (under revision for *Linguistic Inquiry*.)

Zwart, Jan-Wouter. 1997. The Germanic SOV Languages and the Universal Base Hypothesis. In L. Haegeman (Ed.), *The New Comparative Syntax*, 246–267. Longman.

### Information for intercollegiate 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 Lisa Cagnacci (pals.lingteachingoffice@ucl.ac.uk) for a registration form. Interdepartmental and intercollegiate students with a disability requiring additional support should contact the lecturer or Lisa as soon as possible.

### **Assessment**

Please refer to the 'Assessment tab' on the module Moodle page for assessments submission dates.

<b>Mode of Assessment</b>	<b>Level</b>	<b>Weight</b>	<b>Format</b>
Coursework	Level 5 UG	<b>10%</b>	Draft summary, 500 words
Coursework	Level 5 UG	<b>40%</b>	Complete written review, 1250 words
Coursework	Level 5 UG	<b>50%</b>	Final coursework, 1250 words
Coursework	Level 7 PG	<b>100%</b>	Take home exam, 2500 words.

Citing of sources: Students are expected to have read the guidelines on plagiarism on the Moodle page for this module.

Form: It is required that you type or word-process your papers. Syntactic tree diagrams can be drawn by hand.

To do well in this course, here are the things you need to do:

- Watch the recorded lectures
- Read the assigned papers
- Ask questions in the Hot Questions Task on Moodle
- Attend weekly live Q&A and workgroup sessions (Monday)
- Make sure your assignments take the form of an academic essay

A written assignment should be clear, careful and thorough. Clarity is mainly about the quality of your writing, but in this course will also concern the relation between what you write and certain formal representations which we will adopt, as well as argument and reasoning.

### **Feedback**

See below for information on how feedback will be provided.

### **Transferable skills**

See below for information on the transferable skills you can acquire by studying this module.

## Feedback Mechanisms

<b>Types of Feedback (categorised into feedback areas)</b>  For those responses you tick, further details may be provided in the relevant box below (optional)	This type of feedback is provided for this module (✓ all that apply)
<b>GENERIC TUTOR FEEDBACK</b>	
<b>Oral feedback</b> is given to the whole class (e.g. this may be about coursework or in-class tasks). <u>Further details:</u> Oral feedback will be provided in the Monday tutorials.	<u>x</u>
<b>Electronic feedback</b> to the whole group <u>Further details:</u> Electronic feedback to the whole group will be provided when an if necessary via the Moodle forum and in response to questions posted on the Moodle forum.	<u>x</u>
<b>Printed feedback</b> to the whole group (e.g. answers to an exercise done in class, feedback relating to general performance on coursework or a task etc.).	
<b>Coverage of topics in class</b> which have been raised by members of the class (e.g. in areas where students ask for clarification/elaboration, these topics are addressed in class).	<u>x</u>
<b>Electronic responses</b> to the whole group via the VLE or via email (e.g. sending replies to individual queries to the whole group) <u>Further details:</u> The preferred method of communication for this class is the Moodle forum. All discussion that, for one reason or another, did not or could not happen in the tutorials will be continued here.	<u>x</u>
<b>Other generic tutor feedback</b> (please give details)	
<b>AUTOMATED FEEDBACK</b>	
<b>Tests / quizzes within VLE</b> These are tests which do not count towards the module mark, but serve to inform students of how well they are understanding materials taught.	
<b>Personal Response Systems (“clickers”)</b> used within class (e.g. to test that students understand a concept, to survey which topics students would like elaborated)	
<b>Other automated feedback</b> (please give details)	
<b>SPECIFIC, TARGETED TUTOR/DEMONSTRATOR FEEDBACK</b>	
<b>Oral responses within class</b> (e.g. demonstrators talking to students in lab, stats and computing classes).	
<b>Oral responses outside class</b> (e.g. students are invited to telephone or meet with module staff with individual queries regarding topics taught). <u>Further details:</u> To arrange a meeting email: e.titov@ucl.ac.uk	<u>x</u>
<b>Electronic responses</b> to queries from individual students are provided (as above)	<u>x</u>
<b>Summative comments on coursework</b> (e.g. handwritten feedback at the end of a written assessment which counts towards the module mark).	<u>x</u>

<b>On-script comments</b> in the body of individual summative coursework	<u>x</u>
<b>Indication of achievement against set marking criteria</b> (e.g. for an individual essay or a lab report) <u>Further details:</u> Coursework will be graded.	<u>x</u>
<b>Feedback using a standard feedback form</b> (e.g. essay feedback form or lab marking forms)	
<b>Oral feedback on coursework</b> 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.	
<b>Electronic feedback on coursework</b> This could be via email or on a VLE (e.g. using Gradebook on Moodle) <u>Further details:</u> Some feedback will be provided through Moodle, as appropriate.	<u>x</u>
<b>Other specific, targeted tutor feedback</b> (please give details)	
<b>FEEDBACK FROM PEOPLE OTHER THAN MODULE STAFF</b>	
<b>Peer feedback</b> Fellow students commenting on/marking each other's work, or working together on a task (e.g. group work providing students with feedback on their ideas/understanding). <u>Further details:</u> Problem sets are to be solved in groups (circumstances permitting).	<u>x</u>
<b>Self-feedback</b> (e.g. students evaluating their own coursework, worksheet answers, etc.)	
<b>Feedback from seminar/year tutors</b> Students may receive feedback on their understanding of topics/answers to queries/feedback on coursework from their tutor (e.g. 1105 poster, Research Project presentations etc.)	
<b>Other feedback from those not teaching module</b> (please give details)	
<b>FEEDBACK RELATED TO EXAMINATIONS</b>	
<b>A mock examination</b> is given to help students prepare for the final exam	
<b>Marks for the previous year provided</b> online, with a breakdown of marks for individual questions (where relevant). NB Marks will be anonymous.	
<b>Samples of real student work provided</b> , such as coursework, exam essays, and projects from previous students on the module. NB for exam essays these will be anonymous, for coursework and projects they may be cited with the students' consent.	
<b>Other exam-related feedback</b> (please give details)	

Please note that the categories of feedback and specific examples within categories were adapted from ideas on the HE Academy website at: <http://www.heacademy.ac.uk/resources/detail/new-to-teaching/HEA-Feedback-Toolkit/what-are-the-various-forms-that-feedback-can-take> (July 2013).

## UCL Personal and Professional Development Framework: Transferable Skills

Specific transferable skills (categorised into skill areas)	Skill developed in module? (✓ all that apply)
<b>ACADEMIC</b>	
<b>Learning Actively</b> - Able to approach learning as an active agent, taking responsibility for the process and outcomes	<u>x</u>
<b>Analysing Data</b> - Able to filter and organise information to develop an argument and work toward a conclusion, applying numerical analysis where appropriate	<u>x</u>
<b>Thinking Critically</b> - Able to consider claims made against the evidence available and to develop one's own view systematically	<u>x</u>
<b>Using Sources</b> - Able to locate and use appropriate books, journals, websites and other sources to gather relevant data	<u>x</u>
<b>Solving Problems</b> - Able to use systematic approaches to overcome difficulties in producing a desired outcome	<u>x</u>
<b>Managing Projects</b> - Able to plan a coordinated set of tasks and enact over time to produce a substantial result	<u>x</u>
<b>SELF-MANAGEMENT</b>	
<b>Reflecting on Learning</b> - Able to review dispassionately one's approaches to learning and the outcomes and progressively improve the process.	<u>x</u>
<b>Managing Time</b> - Able to prioritise tasks and commitments to achieve optimum results in a designated timeframe	<u>x</u>
<b>Being Creative / Innovative</b> - Able to generate and apply original approaches to tasks and problems and produce improved outcomes	<u>x</u>
<b>Assessing Oneself</b> - Able to identify one's own strengths, weaknesses, progress made and action needed to improve effectiveness	<u>x</u>
<b>Being Independent</b> - Able to work at own initiative with minimal supervision, taking responsibility for action and outcomes	<u>x</u>
<b>Managing Resources</b> - Able to allocate and conserve funds and other resources on a day to day basis and to support projects	
<b>COMMUNICATING</b>	
<b>Writing</b> - Able to communicate in textual forms (essays, reports, journal entries, web pages etc.) in an appropriate style with a clear narrative flow	<u>x</u>
<b>Listening</b> - Able to hear and appreciate the content, background and purpose of what someone else is communicating to you	<u>x</u>
<b>Using Information Technology</b> - Able to use digital technology for managing information and to mediate communication for learning and other purposes	<u>x</u>
<b>Presenting</b> - Able to speak to an audience, using visual aids as appropriate and respond to questions	
<b>Communicating globally</b> - Able to understand and manage factors affecting	

communication across cultures, including learning other languages	
<b>Planning and making decisions</b> - Able to identify steps needed to work towards goals and communicate them, including means of monitoring progress	<u>x</u>
<b>WORKING WITH OTHERS</b>	
<b>Working in teams</b> - Able to co-operate with others, to contribute your strengths and learn from theirs with a common purpose	<u>x</u>
<b>Negotiating</b> - Able to respect the needs and interests of others when they differ from your own and to find common ground	<u>x</u>
<b>Leading</b> - Able to galvanise a team into cooperative action, to manage, guide or facilitate a group to maximise success	
<b>Understanding others</b> - Able to recognise the variety of ways in which people can think and approach tasks, adjusting your own to suit	<u>x</u>
<b>Assessing self and peers</b> - Able to assess your own performance objectively and to give and receive constructive feedback with others	<u>x</u>
<b>Managing change</b> - Able to adapt to changing circumstances and maintain focus on the group's declared goals	
<b>OTHER TRANSFERABLE SKILLS DEVELOPED BY THIS MODULE (please give details)</b>	

Please note that the categories and skills listed here were taken from the *Personal and Professional Development Framework* provided online by the UCL Centre for the Advancement of Learning and Teaching: <http://www.ucl.ac.uk/ppd/resources/framework> (July 2013).