The Chinese University of Hong Kong
Department of Linguistics and Modern Languages
Second Term, 2023-24
(Version: 2024-01-03)

Course Code: LING3104
Title in English: Syntax II
Title in Chinese: 句法學 II

Course Description:
Building on the basic understanding of hierarchical syntactic structure in Syntax I, this course will continue to explore some fundamental concepts and analysis of various syntactic phenomena. It will adopt the models of Government & Binding Theory (GB) and Principles & Parameters (P&P) of generative syntax. The course will begin by considering important constraints in the formulation of generative syntax, e.g. locality of selection, argument structure, etc. Under these assumptions, we will analyze various syntactic phenomena (e.g. wh-movement, phrasal movement, A-movement and head movement) and explore complex structures (e.g. VP shell, raising and control structures, passives and DPs). While the focus of discussion will be English, other languages will also be highlighted wherever relevant. The course will help students appreciate the complex structure formation capacity and be able to engage in syntactic argumentation.

Course Syllabus

Topic	*Contents/fundamental concepts*
Syntax model	generative model, GB, P&P, acquisition, argument structure, semantic roles, locality of selection
A'-movement	landing site, trace, *wh*-movement, topicalization, relativization, island constraints, reconstruction
A-movement	raising construction, passives, VP-internal subject hypothesis, VP shell
Head movement	V-to-T, T-to-C, Head Movement Constraint
Non-finite structure	control structures, subject-control, object-control, exceptional case-marking structures, PRO, pro
DP structure	Determiners (overt vs null), proper nouns, pronouns

Learning outcomes

The course aims to:
• familiarize students with basic goals, assumptions and basic technical notions in analyzing structures, especially with reference to generative grammar
• familiarize students with major syntactic structures (e.g. VP shell, control, DP, etc.) and phenomena (e.g. phrasal movement, head movement, etc.)
• enable students to construct diagnostic tests to analyze syntactic structures, and become familiar with argumentation in syntax

Course components (Teaching modes and Learning activities)

Teaching Modes and Learning Activities	
On-site face-to-face	**Percentage of time**
Lectures	67%
Interactive tutorial	33%

Learning activities

Lecture (per week)	Tutorial (per week)	Assignment (per assignment)	Reading (per week)
2 hrs	1hr	3 hrs (per assignment)	3 hrs
Mandatory	Mandatory	Mandatory	Mandatory

Assessment scheme

Assessment type	Percentage
Assignment (x 3)	15 x 3
Mid-Term Exam	27
Final Exam	28
Total=	100

Assignment Arrangement
- 10 points (out of 100) of the assignment will be deducted for each day late. In case you have a really good reason for late submission (e.g. seriously sick), you can email Prof. Cheung before the deadline. Your request will be considered case by case.
- Assignments will be returned to you 2 to 3 weeks after submission.

Required and recommended readings

Required readings: [additional excerpts from other sources will be provided]
1. #Adger, D. 2003. Core syntax: A minimalist approach. Oxford University Press.
2. Carnie, A. 2012/2021. Syntax: A Generative Introduction. 3rd/4th edition. Blackwell.
3. Sportiche, D., H. Koopman & E. Stabler. 2014. An Introduction to Syntactic Analysis and Theory. Wiley.
[If you prefer to get a printed copy, you can order it via an (online) bookstore, e.g. Amazon.]

pdf of the required chapters will be made available.

Recommended readings:

Useful References
1. Gluckman, J. *The Syntax of Syntax*. [free online book]
   - https://pressbooks.pub/syntax/
2. Radford, A. 1988. *Transformational Grammar—A First Course*. Cambridge Univ. Press.

General References (good for looking up terms in syntax and linguistics)
3. Aarts, B. 2014. *The Oxford Dictionary of English Grammar*. Oxford University Press.
4. Matthews, P. 2014. *The Concise Oxford Dictionary of Linguistics*. Oxford University Press.

Feedback for evaluation

Students' views and comments are most welcome. Two course evaluations (mid-term and term-end) will be conducted. We appreciate feedback and suggestions by emails, office hour discussion, or appointment meetings.

Grade Descriptors

A	Outstanding performance on all learning outcomes. The student demonstrates a deep understanding of the theoretical and empirical motivations for various syntactic analyses. S/he is able to use diagnostic tests to support the analyses. Coherent syntactic argumentation can be well articulated. The knowledge synthesized enables them to discover theoretical gaps and suggest alternative in syntactic theories.
A-	Generally outstanding performance on all (or almost all) learning outcomes. The student should have a comprehensive understanding of the theoretical and empirical motivations for various syntactic analyses. S/he is able to properly explain the relations between syntactic concepts and conduct relevant syntactic tests in analyzing structures discussed in class and novel structures.
B	Substantial performance on all learning outcomes, or high performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall substantial performance. The student has a reasonable understanding of the generative syntactic theory. S/he is able to propose and apply relevant syntactic tests in analyzing structures taught in the course. But some problems are found in analyses.

C	Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses. The student only shows reasonable but partial understanding of the syntactic theory and principles, and is able to collate relevant information or enumerate some tests in analyzing syntactic structures. However, there are obvious problems in justifying the proposed syntactic analysis.
D	Barely satisfactory performance on a number of learning outcomes. The student can vaguely recall some concepts and names of the syntactic structures. However, understanding of the relations between concepts is generally poor.
F	Unsatisfactory performance on a number of learning outcomes, or failure to meet specified assessment requirements. The student can only name the concepts at best and barely have any understanding of the relations between them. They have little idea how structures are described and diagnosed.

Class time and venue

Lecture: Monday 4:30pm—6:15pm (LSK 514)	Tutorial: Tuesday 12:30am—1:15pm (LSK 306)

Course schedule

Class	Date	Topics	Readings
1	Jan 8	• Introduction • Generative syntax • Constraining structure building	Adger (2003) Ch 1; Carnie (2021) Ch 1 Sportiche et al (2014) Ch 6
2	Jan 15	• Argument structure and semantic roles • Locality of selection	Adger (2003) Ch 1, 3; Carnie (2021) Ch 8; Sportiche et al (2014) Ch. 8
3	Jan 22	• Wh-movement	Adger (2003) Ch 9, 10; Carnie (2021) Ch 12; Sportiche et al. (2014) Ch. 8, 10, 14
4	Jan 29	• Island constraints	
5	Feb 5	• Phrasal movement	
	Feb 12	*** Lunar New Year (初三) ***	
6	Feb 19	• DP structure (if time allows)	Adger (2003) Ch 7
	Feb 26	*** MID-TERM EXAM ***	
	Mar 4	*** Reading Week (No Class) ***	
7	Mar 11	• Case theory	Haegeman (1994) Ch. 3
8	Mar 18	• VP shell	Adger (2003) Ch 4, 6; Carnie (2021) Ch 14; Sportiche et al. (2014) Ch. 8, 12
9	Mar 25	• Passives	Adger (2003) Ch 6; Carnie (2021) Ch 11
	Apr 1	*** Easter Monday ***	
10	Apr 8	• Raising and control structures	Carnie (2021) Ch 15; Sportiche et al. (2014) Ch. 9
11	Apr 15	• Head movement	Adger (2003) Ch 5; Carnie (2021) Ch 10
	Apr 22	*** FINAL EXAM ***	

Teacher's and TA's contact details

Professor:	
Name:	Prof. CHEUNG, Y.-L. Lawrence
Office:	G11, Leung Kau Kui (KKL) Building
Email:	yllcheung@cuhk.edu.hk
Website:	http://www.cuhk.edu.hk/lin/new/people/lawrence/index.html
Office Hours:	10am—12pm, Wednesday via Zoom

Teaching Assistant:	
Name:	Mr. WONG, C. L. Willis
Office Location:	G19, Leung Kau Kui Bldg
Email:	wclis@link.cuhk.edu.hk

Details of course website

Announcements will be posted on the Blackboard course website, and be emailed to students. Course materials will also be posted on the Blackboard course website. It is important for you to MAKE SURE that the email address registered on Blackboard is CORRECT and you will check the email account regularly.

Academic honesty and plagiarism

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at http://www.cuhk.edu.hk/policy/academichonesty/.

With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures.

- In the case of group projects, all members of the group should be asked to sign the declaration, each of whom is responsible and liable to disciplinary actions, irrespective of whether he/she has signed the declaration and whether he/she has contributed, directly or indirectly, to the problematic contents.
- For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment.

- Students are fully aware that their work may be investigated by AI content detection software to determine originality.

- Students are fully aware of the AI approach(es) adopted in the course. In the case where some AI tools are allowed, students have made proper acknowledgment and citations as suggested by the course teacher.

Assignments without a properly signed declaration will not be graded by teachers.

Only the final version of the assignment should be submitted via VeriGuide.

The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submissions. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.

The copyright of the teaching materials, including lecture notes, assignments and examination questions, etc., produced by staff members/ teachers of The Chinese University of Hong Kong (CUHK) belongs to CUHK. Students may download the teaching materials produced by the staff members/ teachers from the Learning Management Systems, e.g. Blackboard, adopted by CUHK for their own educational use, but shall not distribute/ share/ copy the materials to a third-party without seeking prior permission from the staff members/ teachers concerned.

Use of Generative Artificial Intelligence (AI) Tools in Teaching, Learning and Assessment

For assignments and assessment tasks that count towards the final course grades, students are not allowed to submit work which is produced with the collaboration of or supported by the use of any generative AI tools (e.g. ChatGPT, Google Bard, etc.), unless otherwise specified. However, students are allowed to use generative AI tools to assist learning in general. Students should note that information generated by these tools may not be accurate.

Any breach of the regulations will be considered an act of academic dishonesty and will be handled according to the University's Procedures for Handling Cases of Academic Dishonesty.

In case of queries, students should seek advice from the course teacher.

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