

Associated Canadian Theological Schools LIN 560: Syntax and Semantics

Dr Emma Pavey emma.pavey@twu.ca Office: 325 ext.3961

TA: Rachel Aubrey

Fall 2010 Classroom: CanIL Harvest Center, room TBA
3 credit hours Class Hours: M, W 1.10-2.25

Pre-requisite: LIN/G 360 or its equivalent (with a grade of C+ or above)

I. Course Description

This course introduces the rich variety of syntactic and semantic structures found in human language. Students will examine features such as grammatical categories, simple clauses and constituent order typology, grammatical relations, and multi-clause constructions. Discussion of these and other topics will be applied to the analysis of a text in a non-Indo-European language, for which each student will also write a short grammatical description (grammar sketch). The emphasis of the course is on understanding how language is used, and seeking to explain how language forms are themselves shaped by their use.

II. Objectives

By the end of this course, each student should be able to:

- 1) Analyze the basic constituent structures of a language and determine possible alternative variations with the goal of identifying motivations for these changes.
- 2) Establish which morphemic constructions and semantic roles are appropriate for the analysis of a specific language.
- 3) Organize a larger corpus of data for a thorough linguistic analysis.
- 4) Present arguments in a clear and logical format to support the identification of specific syntactic structures and processes, using appropriate criteria and data in their presentation.
- 5) Write a short grammatical description (grammar sketch) of the syntax of a non-Indo-European language.

III. Course Textbooks

Pavey, E. (2010) *The Structure of Language: an introduction to grammatical analysis*. To be published by Cambridge University Press.

A pre-publication paper version of portions of this will be made available until the published version is released (mid-late September 2010).

IV. Course Assignments

The grade breakdown is as follows. Further instructions for each assignment will be given as they come up. See course outline below for deadlines.

Data analysis assignments (6%x4)	24%
Language Data Project drafts (2%x4)	8%
Final Language Data Project	16%
Reading report	14%
Mid-term project	10%
Final Exam	20%
Participation	8%
Total	100%

Grading Scale

The graduate level grading scale is as follows:

Letter Grade	Percentage	Grade Point
A+	97-100	4.30
A	93-96	4.00
A-	90-92	3.70
B+	87-89	3.30
B	83-86	3.00
B-	80-82	2.70
C+	77-79	2.30
C	73-76	2.00
C-	70-72	1.70
F	Below 70	0.00

V. Miscellaneous Notes/Policies

Reading: Students are responsible to complete all reading assignments. Please read the relevant chapter before class. Exams may include material from the reading that is not explicitly mentioned in class sessions.

Please feel free to come and see me with questions if parts of the reading are not clear.

Late assignments: Assignments will be collected at the beginning of class on the given dates. If you have a valid reason to ask for a deadline extension, you must see me *before* the actual deadline to make your request. Otherwise one grade will be subtracted from your total for each day late (A to A-, A- to B+, etc.).

Missed classes: Students missing class sessions are responsible for determining what content and/or assignment(s) they may have missed. Please respect your instructor by providing a reason for absences.

Participation: Each student's participation grade will be based on their attention and involvement in class discussions and activities. The group assignment and presentation (the mid-term) will incorporate an element of peer evaluation which will be included in the grade for that assignment. I will halve your participation grade if you answer your cellphone during class.

VI. Other Resources

The following two books have been placed on reserve at the CanIL library. They provide further information on Role and Reference Grammar Theory, the theory we learn in this class.

Van Valin, Jr., R. & R. LaPolla. 1997. Syntax: structure, meaning and function. Cambridge University Press.

Van Valin, Jr., R. 2005. Exploring the Syntax-Semantics Interface. Cambridge University Press.

VII. Course Schedule (subject to tweaking)

WK	DATE		READING (PAGES TBA)		DUE
	M	6 Sept			
	T	7			
I	W	8			
	Th	9			
	F	10			
	M	13	560: 1	Intro & overview of LDP	
	T	14			
2	W	15	560: 2	3: basic syntax	Pavey Ch3
	Th	16			
	F	17			
	M	20	560: 3	3: operators and head-marking	Pavey Ch3
	T	21			
3	W	22	560: 4	~ workshop ~	560 + DAA 1
	Th	23			
	F	24			
	M	27	560: 5	4: predicate types	Pavey Ch4
	T	28			
4	W	29	560: 6	4: semantic representation and roles	560 © LDP 1
	Th	30			
	F	1 Oct			
	M	4	560: 7	~ workshop ~	
	T	5			
5	W	6	560: 8	4/5: macroroles & PSA	560 + DAA 2
	Th	7			
	F	8			
	M	11	<i>Thanksgiving</i>		
	T	12			
6	W	13	560: 9	5: ergativity and split systems	Pavey Ch5
	Th	14			
	F	15			
	M	18	560: 10	5: valence changing	Pavey Ch5
	T	19			
7	W	20	560: 11	~ workshop ~	560 © LDP 2
	Th	21			
	F	22			
	M	25	560: 12	6: noun phrases with wkshop	Pavey Ch6
	T	26			
8	W	27	560: 13	Mid-term project time	
	Th	28		<i>ACTS Reading week</i>	
	F	29			
	M	1	560: 14	6: adpositional phrases with wkshop	560 + DAA 3

	T	2				
9	W	3	560: 15	7: complex constructions: levels and types	Pavey Ch7	560 Midterm
	Th	4				
	F	5				
	M	8	560: 16	7: complex constructions in languages	Pavey Ch7	560 © LDP 3
	T	9				
10	W	10	560: 17	7: serial verb constructions	Pavey Ch7	
	Th	11		<i>Remembrance Day</i>		
	F	12		<i>TWU Reading Break</i>		
	M	15	560: 18	7: Complex NPs	Pavey Ch7	560 ✦ Reading Report
	T	16				
11	W	17	560: 19	~ workshop ~		560 + DAA 4
	Th	18				
	F	19				
	M	22	560: 20	8: information structure	Pavey Ch8	
	T	23				
12	W	24	560: 21	8: information structure 2	Pavey Ch8	560 © LDP 4
	Th	25				
	F	26				
	M	29	560: 22	~ workshop ~		
	T	30				
13	W	1 Dec	560: 23	9: typology and universals	Pavey Ch9	
	Th	2				
	F	3				560 © LDP final report
	M	6	560: 24	9: language, thought and culture	Pavey Ch9	
	T	7				
14	W	8	560: 25	Review		
	Th	9				
	F	10				

Supplement: Important Academic Notes from ACTS

Web Support – Student Portal <https://students.twu.ca>

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. Your student email account is also available through this student portal and is vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If you do not know your account or password, there is a link at the login area called “I forgot my password”. When you click on that link, you will be walked through the process of retrieving your account information.

Campus Closure

In the event of deteriorating weather conditions overnight or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the radio stations CKNW (980 AM), CKWX (1130 AM), MAX (850 AM), PRAISE (106.5 FM) and KARI (550 AM) by 6:30 a.m., and an announcement will be placed on the University's switchboard as well as on the website <http://www.twu.ca/conditions/>. The first announcement regarding a closure will cover the period up to 1:00 p.m. only. If classes are to be cancelled beyond 1:00 p.m., this decision will be announced by the same means before 11:00 a.m. that day. Students and faculty should assume that all night classes will continue to operate. If the emergency continues into the evening, students and faculty may check for a closure notice on the University's switchboard and website after 3:00 p.m. that day.

Paper Formatting

CANIL students can locate the CanIL Style Sheet on the CANIL intranet, in the “student” drive. A hard copy is given to incoming students in the fall. This gives instructions on formatting papers and should be followed for the Reading Report and the Language Data Project.

Students are strongly encouraged to use RefWorks (available through the library home page www.twu.ca/library) as their bibliographical manager and as a tool for formatting bibliographies. They will need to be aware of the need to “clean up” most bibliographies generated by this program. Students are encouraged to view the documents on the following websites for format samples: http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html or www.dianahacker.com/resdoc/. Note that in RefWorks the available formatting styles are those of Turabian (Notes), 7th edition, and APA – American Psychological Association, 5th edition. For Turabian, note that there are two formats – Notes (or Bibliography Style) and Reference List (a short format citation style). ACTS uses the Notes (Bibliography) format, not Reference List.

For free online programs that will enable you to create properly formatted bibliography citations, go to <http://www.calvin.edu/library/knightcite/> (“Chicago stands for “Turabian”) or <http://www.sourceaid.com/citationbuilder/>

Research Ethics

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western University Research Ethics Board. Information and forms may be found at

<http://www.twu.ca/academics/research/ethics/>

Those needing additional clarification may contact the ACTS Academic Dean's office. Please allow at least three (3) weeks from the date of submission for a review of the application.

Academic Integrity and Avoiding Plagiarism at TWU

As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar 2008-09, pp. 37-38). Further details on this subject are contained in the ACTS Student Handbook in section 4.12. The handbook is available online on the ACTS webpage (www.acts.twu.ca) at the following link: www.acts.twu.ca/Handbook.html.

Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource describing plagiarism and how to avoid it has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or used as flash (self running) tutorials of varying lengths from:

<http://www.acts.twu.ca/lbr/plagiarism.ppt>

<http://www.acts.twu.ca/lbr/Plagiarism.swf> (14 minute flash tutorial)

http://www.acts.twu.ca/lbr/Plagiarism_Short.swf (8 minute flash tutorial)

Equity of Access

It is the responsibility of a student with a learning disability to inform the ACTS Director of Student Life of that fact before the beginning of a course so that necessary arrangements may be made to facilitate the student's learning experience. We are unable to accommodate any student who informs the Director of Student Life of a disability after the beginning of class.