

**Modern Grammatical Theory
Course Syllabus
Spring 2012**

Course:	383	Section:	1
Time:	12:30-1:45 PM MW	Room:	HE 204
Instructor:	Mark Lencho	Office:	HE 415
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Office Hours:	11:30-12:30 PM MW and by appointment		
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Class Web site:	Click on "D2L" from the list of choices on the UWW homepage: http://www.uww.edu		
Prerequisites:	680-101 and 680-102 or 680-162 or instructor's consent		

Course Content:

This course serves as an introduction to current work in linguistic theory and the methods of problem-solving in the sciences. Course work is based on the precept that the best way to learn linguistics is to do linguistics. To this end, the student will be routinely required to marshal evidence and organize sustained arguments in order to solve linguistic problems. The workload will consist of selected exercise sets taken from the course textbook, Andrew Radford's **An Introduction to English Sentence Structure** (Cambridge University Press 2009).

Course Organization and Workload:

During our 30 class periods that comprise the semester, we will work through the first seven chapters of Radford's book, which is a rate of 2 weeks (or 4 class periods) for each chapter (averaging 40 pages long). Every week you will be responsible for writing to the discussion board on chapter exercises. Additionally, each student will be required to develop exercise material into a "technical paper" twice during the semester.

Students seeking graduate credit

Graduate students have unique responsibilities beyond those of undergraduates in the following three areas:

Content: Graduate students will be responsible for writing an additional technical paper.

Intensity: Students seeking graduate credit will also present their work on their technical paper as summary lecture, which takes into consideration the commentary in reaction to their formal posting. The technical paper grade will be based in part on the thinking, voice, and literacy of this oral presentation.

Self-Direction: The graduate student technical paper must be put in the context of relevant research in the field, requiring the analyst to review the specialist literature on the problem to be solved in the paper.

How to conceive a Technical Paper

Exercises in Radford are excellent sources for motivating technical papers. A technical paper should be written as a cohesive essay, organized around a thesis statement that poses a technical solution to a linguistic problem. The format should involve articulating the problem, proposing a solution in the form of a thesis statement, and then supporting the thesis statement, followed up with a demonstration that provides the motivation for the technical solution. The demonstration should be twofold. First it should direct attention to the resolution of problematic data. Then it should show how the solution fares with new data. Finally, the paper should conclude with a survey of problems that remain for the solution or what subsequent tests for the solution may look like. Please refer to the “Rubric for Assessing a Technical Paper” for information regarding how your technical papers will be evaluated.

Grading Policy:

Papers must be turned in on time to receive full credit. Late submissions will be dropped one letter grade, unless due to a medical or transportation emergency. Under no conditions will papers overdue for more than one week receive credit.

Semester grades will be determined by the following formula:

Technical papers = 50% Class participation = 50%

Student Participation:

You will be responsible for class participation, and will be evaluated on a weekly basis according to whether you have been **enlarging** (5 points), **contributing** (4 points), **working** (3 points) **active** (2 points), **present** (1 point), or **absent** (0 points). A late arrival or an early departure will incur a point deduction from your class participation score for that day, regardless of the quality of your participation or activity on the online discussion.

Enlarging: You make in-class comments or discussion board postings that tie into the exercise material and that demonstrate the process of successful scientific argumentation.

Contributing: You make in-class comments or discussion board postings that tie into the exercise material and that contribute to solving the tasks which the exercises set out for you.

Working: You make in-class comments or discussion board postings that tie into and show attention to the exercise material.

Active: You make in-class comments or discussion board postings, which could have been made without reading the assigned material.

Present: Your participation is limited to paying attention in class and reading the discussion postings.

Absent: You do not show up, or you show up, but fail to pay attention to class activity or read the discussion postings.

You will also be enrolled onto an on-line discussion forum for our class, which will give you the opportunity to address exercises and to share questions and comments over the reading material with other class members on the computer. Credit for on-line work will be tabulated along with your daily class participation scores, as our on-line site will constitute our virtual extended classroom.

The on-line discussion forum will be one resource among many in a full-scale web version of this course. The web environment for our class is called "Desire2Learn"(D2L). When you go to our website, D2L will prompt you for a "username" and "password." Your "username" is your campus email name (first 8 characters lastname + first initial + middle initial + day of birth), and your e-mail password. If you do not know your campus email username/password, call the helpdesk (472-5347) or email helpdesk@uww.edu .

Additional Miscellaneous Policies:

University of Wisconsin-Whitewater guidelines require the following policy statements be attached to all course syllabi:

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding special Accommodations, Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University sponsored Events. (For details please refer to the undergraduate and graduate Timetables; the Rights and Responsibilities section of the Undergraduate Bulletin; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate bulletin; and the Student Academic Disciplinary Procedures [UWS Chapter 14]; and the Student Nonacademic Disciplinary Procedures [UWS Chapter 17]).

Course Calendar:

Parenthetical items should be prepared for following class period, except where indicated otherwise.

Week 1

1/18 Traditional Grammar (1.1, 1.2, pp 1-10)

Week 2

1/23 Universal Grammar (1.3, 1.4, pp 11-18)

1/25 Principles and Parameters (1.5-1.7, pp 19-29)

Week 3

1/30 Summary and exercises (1.8, 1.9, pp 30-38)

2/1 Phrases and Clauses (2.1-2.4, pp 39-50)

Week 4

2/6 Testing Structure (2.5, pp 51-57)

2/8 Reconceptualizing structure (2.6-2.8, pp 58-65)

Week 5

2/13 Summary and exercises (2.9, 2.10, pp 66-80)

2/15 Null subjects and auxiliaries (3.1-3.3, pp 81-88)

Week 6

2/20 Null T (3.4, 3.5, pp 89-95)

2/22 Other Nulls (3.6-3.9, pp 96-110)

Week 7

2/27 Summary and exercises (3.10, 3.11, pp 111-119)

2/29 Head movement (4.1-4.5, pp 120-133)

Week 8

3/5 Auxiliary raising and negation (4.6, 4.7 pp 134-139)

3/7 Do-support (4.8 pp 140-143; **Technical Paper Due**)

Week 9

3/12 Summary and exercises (4.9, 4.10 pp 144-151)

3/14 Movement, copying, deletion (5.1-5.3, pp 152-160)

Week 10

3/19 Edge features and Pied piping (5.4-5.6 pp 161-173)

3/21 Long distance movement and multiple wh-questions (5.7, 5.8, pp 174-184)

SPRING BREAK: MARCH 23-APRIL 1

Week 11

4/2 Summary and exercises (5.9, 5.10, pp 185-196)

4/4 Subjects, idioms, argument structure and theta roles (6.1-6.4, pp 196-204)

Week 12

4/9 Unaccusatives and passives (6.5-6.7, pp 205-218)

4/11 Raising and control predicates (6.8, 6.9, pp 219-226)

Week 13

4/16 Summary and exercises (6.10, 6.11, pp 227-236)

4/18 Features (7.1-7.4, pp 237-245)

Week 14

4/23 Expletives (7.5, 7.6, pp 246-257)

4/25 Agreement and defective clauses (7.7-7.10, pp 258-271; **Technical Paper II due**)

Week 15

4/30 Summary and exercises (7.11, 7.12, pp 272-278)

5/2 Independent study (8.1-8.9, 279-322, due by the scheduled final exam period)

Week 16

5/7 1-3 PM, Scheduled exam period, deadline for independent study