

FOUNDATIONS OF SYNTAX AND SEMANTICS
LING 321/ENGL 328

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TTh 9:00-10:15

WALC 3084

DESCRIPTION

This course is an introduction to the formal structural aspects of the grammar of human language, understood as a natural linguistic system. In this course we will use the tools of syntactic analysis in current syntactic theory.

As linguistics is the scientific study of natural language as a human phenomenon, the main focus of this course will be investigating the structural (syntactic properties) of human language using scientific methods. That said, linguistics, a human phenomenon, is also social in nature, an additional focus of this course is to identify and isolate the social aspects associated with it (i.e. language diversity, the relation of language to cultural systems and to hidden underlying bias, etc.). In this course we will spend a good amount of time and attention identifying and discussing social variables that come into play when we talk about the structure of language.

LEARNING OBJECTIVES

The content of this course runs along three basic axes of learning: **formal tools**, **linguistic diversity**, and **linguistic biases**. To address these axes of learning, the following objectives are proposed:

1. To observe, describe, generalize, and abstract the structural properties of languages and language in general.
2. To learn the linguistic tools and techniques that are relevant for the analysis of languages.
3. To formally represent the structure of sentences in various languages.
4. To understand the linguistic notions of language, grammar, and grammar of language from a scientific point of view.
5. To learn, become actively knowledgeable about, and be able to differentiate between the concepts of prescriptive, descriptive, and explanatory grammar.
6. To further develop general analytical skills and intellectual abilities.
7. To dispel myths about language and minority and non-standard varieties of dominant linguistic “standards”.
8. To raise personal awareness about the range of possible syntactic structures in human language.
9. To develop mechanisms to identify linguistic biases in which discrimination occurs.

LEARNING OUTCOMES

By the end of the semester, students in this course will be able to:

1. Use the technical tools of linguistic analysis (tests and structural tree-representation) to make informed decisions about the structure of various languages.
2. Formulate linguistic hypotheses about the structure of linguistic utterances.
3. Have some awareness about the diversity of linguistic typology (i.e. the ways in which languages can be structures).

4. Identify hidden biases associated with certain linguistic structures, language in general, and speakers of non-dominant varieties.
5. Formulate scientific arguments about the intrinsic value of linguistic diversity.
6. Build a set of skills to recognize strengths as a learner and to develop learning strategies that can be applied generally in life.

PEDAGOGICAL APPROACH

This course follows a student-centered, active learning approach, which means that you will take an active role in your own learning. All of the different activities and evaluation methods in the course have been designed so that you are able to develop an agentive role in creating your own tools for learning. Some of the tools implemented in the course to achieve this approach are as follows:

- A majority of the work for the course will be completed in groups
- Exams will be done at home, are open book/notes, and will have a lower percentage weight in your final grade
- There will be a lot of time spent on reflection, which will hopefully help you discover what works best in your learning and how your learning can be developed

This course will also operate primarily using a flipped classroom which will aid in achieving the student-centered approach. This means that you will spend time at home learning the content and class time will be spent practicing what you have learned. While each class will start with a very short review of the content, you should not rely on this as your main way of learning. Please come to class having learned the assigned content and prepared to actively engage with it during class.

COURSE MATERIALS

Required text: Carnie, Andrew (2021) *Syntax: A Generative Introduction (4th Edition)*. Wiley-Blackwell Textbooks in Linguistics (ISBN: 978-1119569237)

If you are able to, please bring your laptop or tablet to class as a majority of the classwork will require at least one person/group to have computer access.

CLASS REQUIREMENTS

Classroom etiquette

Part of your grade for this course will be composed of classroom etiquette for which you will receive a grade daily. To receive full marks in this category please **show up to class, be on time, actively participate in discussion, and avoid using cell phones in class**. Really, just be a good student! Additionally, although laptops are allowed for notetaking, your grade in this category will be docked if you are using your computer for things unrelated to the class. A full rubric for classroom etiquette will be uploaded to Brightspace.

Group work

At the beginning of the semester the class will be divided into small groups in which you will complete the majority of the course assignments. Each week, all group work must be turned in by **Tuesday at 8:59am** on Brightspace. That means that if you are unable to complete the assignments during class, you will have to complete them outside of class. This can be done in whatever way works best for your group (meeting in person, meeting via Zoom, etc.). Only one write up of an assignment per group is necessary.

Reflection papers

Every other week you will be asked to write and turn in an individual reflection paper (1-2 pages). The purpose of these individual reflections is to help you take stock of what we have learned in class and where your thinking is. All reflection papers must be turned in by **Tuesday at 8:59am** on Brightspace. Further instructions for the reflection papers will be available on Brightspace.

Duolingo progress and reports

This semester we will be learning ‘Ōlelo Hawai’i as a class on Duolingo. Through our continuous work with ‘Ōlelo Hawai’i, we will address the three basic axes of learning (formal tools, linguistic diversity, and linguistic biases) outlined above. In order to raise your awareness about the range of possible syntactic structures in language, every other week you will be asked to make progress in the Duolingo course and submit a Duolingo report. Your individual progress in the Duolingo course will be tracked using Duolingo classroom and you must complete all required Duolingo assignments by **Sunday at 11:59pm**. All Duolingo reports (reports in which you will write up a summary and a gloss of the grammatical content you learned) will be due by **Tuesday at 8:59am** on Brightspace. Duolingo reports should be completed in your assigned group and only one write-up per group is required for submission. Further instructions on how to sign up for our Duolingo classroom and information on how to write up a Duolingo report will be available on Brightspace.

Project presentations

In addition to using Duolingo as a tool to learn about linguistic typology, we will also use it to address further develop our awareness of linguistic diversity and linguistic biases. To do this, throughout the semester each group will give three presentations on ‘Ōlelo Hawai’i. The first presentation (Week 6) will address the socio-historic context of ‘Ōlelo Hawai’i and its history in relation to its status as an endangered language and the second (Week 10) will present an overview of the revitalization efforts of the language. The final presentation (Week 16) will combine all three basic axes of learning by allowing you to revisit the first two presentations and additionally present an analysis of one of the structural aspects of ‘Ōlelo Hawai’i. To aid in your development of these presentations, in addition to course content, several guest lectures will be given on various topics like accessing scholarly sources, creating academic presentations, etc. Further instructions on each presentation will be available on Brightspace.

Exams

During the 7th week and final week of class you will be given exams, which are meant to assess your comprehension of the material that you’ve come in contact with throughout the semester. Both exams will be completed at home and you are allowed to use any resource you have at your disposal. While this includes working with other classmates, every student must turn in their own exam. In class exam review will occur prior to each exam.

GRADING

Classroom etiquette	10%
Group work	25%
Reflection papers	10%
Duolingo progress and reports	15%

Project presentations	15%
Exams	25%

Final grades for the course will follow the +/- letter grade system and will be tabulated as follows:

A+ = 97-100%	B+ = 87-89%	C+ = 77-79%	D+ = 67-69%
A = 93-96%	B = 83-86%	C = 73-76%	D = 63-66%
A- = 90-92%	B- = 80-82%	C- = 70-72%	D- = 60-62%
			F = 0-59%

GENERAL COURSE POLICIES

Attendance

This course follows Purdue's academic regulations regarding attendance, which means that you are expected to be present for every meeting of the class. Attendance will be taken at the beginning of each class and lateness will be noted. When conflicts or absences can be anticipated, such as for many University-sponsored activities and religious observations, you should inform me of the situation as far in advance as possible. For unanticipated or emergency absences when advance notification is not possible, please contact me as soon as possible by email. Under academic regulations, excused absences may be granted by the university for cases of grief/bereavement, military service, jury duty, and parenting leave. For details, see the [Academic Regulations & Student Conduct](#) section of the University Catalog website. Guidance on class attendance related to COVID-19 are outlined in the [Protect Purdue Pledge for Fall 2021](#) on the Protect Purdue website.

Late work

All work must be turned in on the day that it is due. If you are absent that day in class, you are still responsible for getting your work turned in. You can turn it in ahead of time (if you know you're going to be absent), send it in with a classmate, or leave it in the envelope on my office door. Requests to turn in assignments through email must be approved. Late assignments will be accepted for half-credit. Makeup exams will only be given if the student has an excusable reason (this does not include vacation/travel arrangements). The final paper must be submitted by the due date unless otherwise arranged by the instructor (no partial credit will be given).

Extra credit

At least one extra credit assignment will be given during the semester. These extra credit opportunities might include participating in a linguistics experiment, attending an on-campus linguistics-related event, watching a linguistics film, etc. I will determine where the extra credit can be used depending on what is required to complete it. Stay tuned!

PURDUE CLASSROOM POLICIES

Classroom Behavior and Protect Purdue

Any student who has substantial reason to believe that another person is threatening the safety of others by not complying with [Protect Purdue protocols](#) is encouraged to report the behavior to and discuss the next steps with their instructor. Students also have the option of reporting the behavior to the [Office of the Student Rights and Responsibilities](#). See also [Purdue University Bill of Student Rights](#) and the Violent Behavior Policy under University Resources in Brightspace.

Academic Dishonesty

Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III-B-2-a, Student Regulations] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest." [University Senate Document 72-18, December 15, 1972]

Use of Copyrighted Materials

Students are expected, within the context of the Regulations Governing Student Conduct and other applicable University policies, to act responsibly and ethically by applying the appropriate exception under the Copyright Act to the use of copyrighted works in their activities and studies. The University does not assume legal responsibility for violations of copyright law by students who are not employees of the University.

A Copyrightable Work created by any person subject to this policy primarily to express and preserve scholarship as evidence of academic advancement or academic accomplishment. Such works may include, but are not limited to, scholarly publications, journal articles, research bulletins, monographs, books, plays, poems, musical compositions and other works of artistic imagination, and works of students created in the course of their education, such as exams, projects, theses or dissertations, papers and articles.

Grief Absence Policy for Students

Purdue University recognizes that a time of bereavement is very difficult for a student. The University therefore provides the following rights to students facing the loss of a family member through the Grief Absence Policy for Students (GAPS). GAPS Policy: Students will be excused for funeral leave and given the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments or assessments in the event of the death of a member of the student's family.

Violent Behavior Policy

Purdue University is committed to providing a safe and secure campus environment for members of the university community. Purdue strives to create an educational environment for students and a work environment for employees that promote educational and career goals. Violent Behavior impedes such goals. Therefore, Violent Behavior is prohibited in or on any University Facility or while participating in any university activity.

Emergencies

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control. Relevant changes to this course will be posted onto the course website or can be obtained by contacting the instructors or TAs via email or phone. **You are expected to read your @purdue.edu email on a frequent basis.**

Accessibility and Accommodations

Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247.

Nondiscrimination

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life.

Purdue University prohibits discrimination against any member of the University community on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran. The University will conduct its programs, services and activities consistent with applicable federal, state and local laws, regulations and orders and in conformance with the procedures and limitations as set forth in [Executive Memorandum No. D-1](#), which provides specific contractual rights and remedies. Any student who believes they have been discriminated against may visit [University's website](http://www.purdue.edu/report-hate) (www.purdue.edu/report-hate) to submit a complaint to the Office of Institutional Equity. Information may be reported anonymously.

Basic Needs Security

Any student who faces challenges securing their food or housing and believes this may affect their performance in this course is urged to contact the Dean of Students for support. There is no appointment needed and Student Support Services is available to serve students 8 a.m.-5 p.m. Monday through Friday. Considering the significant disruptions caused by the current global crisis as it relates to COVID-19, students may submit requests for emergency assistance from the [Critical Needs Fund](#).

Course Evaluations

Course evaluations will be conducted online. You will be notified of the availability of the online evaluations and will receive automatic reminders. Instructors will be notified regarding the rate of response, but the results of the evaluations will not be released to the instructor until AFTER final grades have been submitted.

USEFUL ON-CAMPUS RESOURCES

Writing Lab

Many students believe the Writing Lab exists only for writers who need “extra” (or “remedial”) help; however, having another set of eyes can help all writers strengthen their ideas and focus. Even the most accomplished writers need feedback. The tutors in the Writing Lab can work with students at any stage of the writing process, from planning and drafting to editing and polishing strategies. Writing Lab consultants work with undergraduate and graduate students from every department on any piece of

writing from class assignments to job search documents. For more information, please visit <http://owl.english.purdue.edu> or call 494-3723.

Counseling and Psychological Services (CAPS)

Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at (765)494-6995 and <http://www.purdue.edu/caps/> during and after hours, on weekends and holidays, or through its counselors physically located in the Purdue University Student Health Center (PUSH) during business hours.

Center for Advocacy, Response and Education (CARE)

CARE staff provide resources and direct services that are non-judgmental, survivor-focused and empowering. CARE recognizes that each person's experience is unique, and staff are available to help each survivor assess their reporting options and access resources that meet personal needs. CARE staff can also provide information and other support services to friends and family of survivors. In addition to direct survivor services, CARE offers campus-wide programming on sexual violence, consent, and bystander intervention, among other topics.

Available 24/7: (765) 495-CARE (2273).

DISCLAIMER

This syllabus is subject to change.