

## 1. General Information

1a. Submitted by the College of: ARTS & SCIENCES

Date Submitted: 9/21/2015

1b. Department/Division: Linguistics

1c. Contact Person

Name: Rusty Barrett

Email: erbarr2@uky.edu

Phone: 859-257-3114

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

## 2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: LIN 712

2c. Full Title: Advanced Seminar in Syntax (subtitle required)

2d. Transcript Title: Adv Sem in Syntax

2e. Cross-listing:

2f. Meeting Patterns

SEMINAR: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? Yes

If Yes: Maximum number of credit hours: 6

If Yes: Will this course allow multiple registrations during the same semester? No

2j. Course Description for Bulletin: Advanced seminar in special topics in syntax: Examples of prospective topics include ellipsis and anaphora, the dative alternation, comparatives, island constraints, etc. May be repeated under different subtitles to a maximum of 6 credits. This course may require LIN 740 taken concurrently.

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2k. Prerequisites, if any: LIN 612 (Advanced Syntax) or similar course approved by Director of Graduate Studies; may require LIN 740 taken concurrently.

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: No

If No, explain: This will be one of several 700-level courses offered on a regular cycle for graduate students in the degree program.

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 7-10

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain:

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: Yes

If YES, name the proposed new program: Ph.D. in Linguistics.

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE[ARHIPP2]Andrew R Hippisley[LIN 712 NEW Dept Review|20150317

SIGNATURE[ACSI222]Anna C Harmon[LIN 712 NEW College Review|20150921

SIGNATURE[ZNNIKO0]Roshan Nikou[LIN 712 NEW Graduate Council Review|20151028

## New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

Open in full window to print or save

Generate R

## Attachments:

Browse...

Upload File

	ID	Attachment
Delete	5386	syllabus_lin_712_revised.doc
<input type="button" value="First"/> <input type="button" value="1"/> <input type="button" value="Last"/>		

(\*denotes required fields)

## 1. General Information

- a. \* Submitted by the College of:  Submission Date: 9/21/2015
- b. \* Department/Division:
- c.
- \* Contact Person Name:  Email:  Phone:
- \* Responsible Faculty ID (if different from Contact)  Email:  Phone:
- d. \* Requested Effective Date:  Semester following approval OR  Specific Term/Year <sup>1</sup>
- e.
- Should this course be a UK Core Course?  Yes  No
- If YES, check the areas that apply:
- Inquiry - Arts & Creativity  Composition & Communications - II
- Inquiry - Humanities  Quantitative Foundations
- Inquiry - Nat/Math/Phys Sci  Statistical Inferential Reasoning
- Inquiry - Social Sciences  U.S. Citizenship, Community, Diversity
- Composition & Communications - I  Global Dynamics

## 2. Designation and Description of Proposed Course.

- a. \* Will this course also be offered through Distance Learning?  Yes <sup>4</sup>  No
- b. \* Prefix and Number:
- c. \* Full Title:
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed <sup>2</sup> with (Prefix and Number):
- f. \* Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>3</sup> for each meeting pattern type.
- |                                   |  |  |                                 |
|-----------------------------------|--|--|---------------------------------|
| <input type="text"/> Lecture      | <input type="text"/> Laboratory <sup>1</sup>   | <input type="text"/> Recitation        | <input type="text"/> Discussion |
| <input type="text"/> Indep. Study | <input type="text"/> Clinical                  | <input type="text"/> Colloquium        | <input type="text"/> Practicum  |
| <input type="text"/> Research     | <input type="text"/> Residency                 | <input type="text" value="3"/> Seminar | <input type="text"/> Studio     |
| <input type="text"/> Other        | If Other, Please explain: <input type="text"/> |  |                                 |
- g. \* Identify a grading system:
- Letter (A, B, C, etc.)
- Pass/Fail
- Medicine Numeric Grade (Non-medical students will receive a letter grade)
- Graduate School Grade Scale
- h. \* Number of credits:
- i. \* Is this course repeatable for additional credit?  Yes  No
- If YES: Maximum number of credit hours:
- If YES: Will this course allow multiple registrations during the same semester?  Yes  No

## j. \* Course Description for Bulletin:

Advanced seminar in special topics in syntax: Examples of prospective topics include ellipsis and anaphora, the dative alternation, comparatives, island constraints, etc. May be repeated under different subtitles to a maximum of 6 credits. This course may require LIN 740 taken concurrently.

## k. Prerequisites, if any:

LIN 612 (Advanced Syntax) or similar course approved by Director of Graduate Studies; may require LIN 740 taken concurrently.

l. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both3. \* Will this course be taught off campus?  Yes  No

If YES, enter the off campus address: \_\_\_\_\_

## 4. Frequency of Course Offering.

a. \* Course will be offered (check all that apply):  Fall  Spring  Summer  Winter

b. \* Will the course be offered every year?  Yes  No

If No, explain: This will be one of several 700-level courses offered on a regular cycle for graduate s

5. \* Are facilities and personnel necessary for the proposed new course available?  Yes  No

If No, explain: \_\_\_\_\_

## 6. \* What enrollment (per section per semester) may reasonably be expected? 7-10

## 7. Anticipated Student Demand.

a. \* Will this course serve students primarily within the degree program?  Yes  No

b. \* Will it be of interest to a significant number of students outside the degree pgm?  Yes  No

If YES, explain: \_\_\_\_\_

## 8. \* Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

## 9. Course Relationship to Program(s).

a. \* Is this course part of a proposed new program?  Yes  No

If YES, name the proposed new program: \_\_\_\_\_

Ph.D. in Linguistics.

b. \* Will this course be a new requirement<sup>5</sup> for ANY program?  Yes  No

If YES<sup>5</sup>, list affected programs: \_\_\_\_\_

## 10. Information to be Placed on Syllabus.

a. \* Is the course 400G or 500?  Yes  No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b.  \* The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable above) are attached.

<sup>5</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.  
<sup>6</sup> The chair of the cross-listing department must sign off on the Signature Routing Log

- In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (from SR 6.2.1)
- You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- In order to change a program, a program change form must also be submitted.

Rev 8/09

**LIN 712**  
**Advanced Seminar in Syntax**  
**Required subtitle: The Dative Alternation**  
**Spring 2015 Course Syllabus**  
**MWF 4:00-4:50pm, CB 343**

**Instructor:** *Fabiola Henri*  
**Office phone:** 859-257 6989  
**Preferred method on contact:** *email*

**Email:** [fabiola.henri@uky.edu](mailto:fabiola.henri@uky.edu)  
**Office address:** 1301 POT  
**Office Hours:** MW 9:30-11 am

**Prerequisite:** LIN 612 (Advanced Syntax) or similar course(s) approved by Director of Graduate Studies; may require LIN 740 taken concurrently

**Course Description** Advanced seminar in special topics in syntax: Examples of prospective topics include ellipsis and anaphora, the dative alternation, comparatives, island constraints, etc. May be repeated under different subtitles to a maximum of 6 credits.

**Course Objectives** The seminar explores the current theoretical and empirical issues in syntax and its interfaces from a cross-linguistic perspective. Cutting-edge research in the field today makes heavy use of experimental methods to gauge linguistic knowledge. Building on the groundwork laid in previous courses (see prereq.), students will explore how experimental methods/precision grammar implementation may be used to answer theoretical questions in syntax through critical evaluation of selected research articles. Specific topics and readings will be determined in part by the research interests of seminar participants. Selected readings vary in topic from semester to semester.

This seminar will also be an area meeting designed to give students a chance to present their research in syntax for feedback. They will also have the opportunity to design their own experiments or test their hypothesis. This course will also provide hands-on laboratory sessions to explore the methodology and implications of precision grammar implementation. Questions such as

- a. When we design an experiment to investigate a syntactic problem, how can we be sure our data really get at the relevant issues?
- b. What are the potential factors influencing a particular linguistic phenomenon, and how do we control for extraneous factors?
- c. How do experimental data or computerized validation of linguistic hypotheses inform the analysis of a syntactic phenomenon (e.g. word order alternations, island violations, subject-verb agreement, ellipsis, etc)?

will be addressed.

### **Student Learning Outcomes:**

- Developing a high proficiency of knowledge of current topics and problems in contemporary syntactic theory.
- Acquiring the ability to read, analyze and evaluate linguistic research: (demonstrate a high level of critical thinking and problem solving).
- Learning to construct argumentation by carefully following logical steps.
- Formulating hypotheses and exploring their consequences.
- Finding an empirical puzzle and developing it into research questions for a project.

### **Required texts**

Relevant publications identified in syllabus and in class

**Website:** We will use Blackboard. Go to [elearning.uky.edu](http://elearning.uky.edu) or click on the tab inside MyUK.

### **Course Evaluation and Grading Scale:**

Short Assignments (5):	30%	A	90-100%
Article Presentation:	20%	B	80-89%
Final Paper:	30%	C	70-79%
<u>Final Presentation:</u>	<u>20%</u>	E	69% or below
<b>TOTAL</b>	<b>100%</b>		

**Short Assignments:** Students will be given short assignments to complete individually as homework during the semester. Your submissions for these assignments are expected to be about 1-3 pages in length and will involve things like critiquing articles, reviewing books, analyzing data, etc. Full details for these assignments will be given during the semester. Due dates for the assignments are listed in the course schedule.

**Article Presentation:** Each student will lead the class in discussion about an article of his/her choosing. This article should be related to the topic of the student's final paper. Students are expected to get approval of this article selection no later than the fourth week of the semester.

**Final Paper and Presentation:** In lieu of a final exam, you will complete a final research paper of about 18-20 pages. This paper should be on a topic relevant to the course and involve the collection and analysis of linguistic data. Full details for this project will be given during the semester. Papers will be due during finals week, on the scheduled date of your final exam, in Blackboard. Your scheduled final exam date is **Tuesday, May 5**.

The paper will consist of the following components:



- **Introduction:** literature review and theoretical issue(s) to be addressed.
- **Hypotheses:** clear statement of specific predictions to be tested, including graphs depicting expected pattern of data.
- **Methods:** detailed experimental design, including materials, procedure and a description of the population to be tested.
- **Pilot Results and Discussion:** a report and discussion of the data collected from three or more pilot subject.

In addition to the paper, each student will present his/her findings in presentations given during the last two weeks of classes.

**Excused Absences:** Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor. Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754). Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

**Verification of Absences:** Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

**Academic Integrity:** Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed. Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel

unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

**Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

**Accommodations due to disability** Any student with a disability who is taking this course and needs classroom or exam accommodations should contact the Disability Resource Center, 257-2754, Suite 407, Multidisciplinary Science Building, 725 Rose Street, [dtbeac1@uky.edu](mailto:dtbeac1@uky.edu).

### Course Schedule

The following dates are approximate and dates are subject to change. The midterm of the semester is **Monday, March 9**.

#### Semester's Topic: *the dative alternation*

WEEK	READINGS	COMMENTS*	READER
Week 1 (Jan 16)	Dative Alternations crosslinguistically Malchukov, Haspelmath & Comrie 2010	Introducing the topic and lit review	Instructor
Week 2 (Jan 21, 23):	Gibson and Fedorenko 2013 Wasow 2002; Myers 2009a; Schütze 2010	Why do experimental syntax? Native-speaker intuitions and syntactic theory	
Week 3 (Jan 28, 30):	Bresnan 2007	Discussions	Instructor
Week 4 (Feb 4, 6)	Bresnan & Ford 2010	<b>Short Assignment #1</b> <b>**Submit article for presentation**</b>	Instructor
Week 5 (Feb 11, 13):	Wasow & Arnold 2005	Discussions	
Week 6 (Feb 18, 20):	Replicating experiments	Hypothesis testing/lab	
Week 7 (Feb 25, 27):	Polinsky 1996	Discussions	Student
Week 8 (March 4, 6):		<b>Short Assignment #2</b>	
Week 9 (March 11, 13):	Rappaport & Levin 2008	Discussions	Student
Week 10 (March 18, 20):	<b>SPRING BREAK</b>		
Week 11 (March 25,	Bresnan, Cueni, Nikitina, Baayen 2007	Discussions	Student

27):		<b>Short Assignment #3</b>	
Week 12 (April 1, 3)	Chambaz & Desagulier 2014 Replicating experiments	Discussions Hypothesis testing/lab	Instructor
Week 13 (April 8, 10):		Discussions	Student
Week 14 (April 15, 17):	Antilla <i>et al.</i> 2010	<b>Short Assignment #4</b>	
Week 15 (April 22, 24):	Krifka. 2004	Discussions <b>Short Assignment #5</b>	Student
Week 16 (Apr 29, May 1):	Final Remarks		Instructor <b>Term paper to be submitted</b>

\*Additional readings will be announced during previous class

**\*\*Final paper due at 11:59pm in Blackboard on Tuesday, May 5\*\***

## References for readings from Blackboard

### **General**

- Antilla *et al.* 2010. The role of prosody in the English dative alternation. *Language and Cognitive Processes* 25.
- Bybee, Joan. 2006. From usage to grammar: the mind's response to repetition. *Language* 82(4). 711-733.
- Bybee, Joan and Sandra Thompson. 2000. Three frequency effects in syntax. In Bybee, Joan (ed.) *Frequency of use and the organization of language*. Oxford: Oxford University Press.
- Bresnan, Joan. 2007. Is syntactic knowledge probabilistic? Experiments with the English dative alternation. In S. Featherston and W. Sternefeld (eds.) *Roots: Linguistics in Search of Its Evidential Base*. Series: Studies in Generative Grammar. Berlin: Mouton de Gruyter, pp. 77-96.
- Bresnan, Joan, Anna Cueni, Tatiana Nikitina, and Harald Baayen. 2007. Predicting the Dative Alternation. In G. Boume, I. Kraemer, and J. Zwarts (eds) *Cognitive Foundations of Interpretation*. Amsterdam: Royal Netherlands Academy of Science.
- Bresnan, Joan and Marilyn Ford. 2010. Predicting Syntax: Processing Dative Constructions in American and Australian Varieties of English. *Language* 86(1): 186-213.
- Antoine Chambaz and Guillaume Desagulier. 2014. Predicting is not explaining: targeted learning of the dative alternation.
- Gibson, Edward and Eva Fedorenko. 2013. The need for quantitative methods in syntax and semantics research, *Language and Cognitive Processes*. 28(1-2): 88-124.
- Krifka, Manfred. 2004. Semantic and pragmatic conditions for the dative alternation. *Korean Journal of English Language and Linguistics*.
- Malchukov, Andrej, Martin Haspelmath and Bernard Comrie. 2010. Ditransitive construction: a typological overview. In A. L. Malchukov, M. Haspelmath, and Bernard Comrie (eds.), *Studies in ditransitive constructions: a comparative handbook*. Berlin: De Gruyter Mouton.
- Polinsky, Maria. 1996. "A Non-Syntactic Account of Some Asymmetries in the Double Object Construction", in J.-P. Koenig, ed., *Discourse and Cognition*, CSLI Publications, 403-22.
- Rappaport Hovav, M. and Beth Levin. 2008. The English Dative Alternation: The Case for Verb Sensitivity. *Journal of Linguistics* 44 (1)
- Wasow, Thomas. 2002. *Postverbal behavior*. CSLI.
- Wasow, Thomas and Jennifer Arnold. 2005. Intuitions in linguistic argumentation. *Lingua* 115: 1481-1496.

### **Experimental methods**

- Blache, Phillippe, Barbara Hemforth and Sylvain Rauzy, *Acceptability Prediction by Means of Grammaticality Quantification*
- B. MacWhinney, B., Bates, E., and Kliegl, R. 1984. Cue validity and sentence interpretation in English, German, and Italian. *Journal of Verbal Learning and Verbal Behavior*. 23: 127-150.
- Bard, Ellen Gurman, Dan Robertson, and Antonella Sorace. 1996. Magnitude estimation of linguistic acceptability. *Language* 72:32-68.
- Cowart, Wayne. 1997. *Experimental syntax: Applying objective methods to sentence judgments*. Sage.

- Featherston, Sam. 2005a. Magnitude estimation and what it can do for your syntax: *Lingua* 115.
- Keller, Frank. 2000. *Gradiance in grammar: Experimental and computational aspects of degrees of grammaticality*. Doctoral Dissertation, University of Edinburgh.
- Keller, Frank. 2003. A psychophysical law for linguistic judgments. In *Proceedings of the 25th Annual Conference of the Cognitive Science Society*.
- Myers, James. 2009a. Syntactic judgment experiments. *Language and Linguistics Compass* 3(1): 406–423.
- Myers, James. 2009b. The design and analysis of small-scale syntactic judgment experiments. *Lingua* 119: 425–444.
- Sorace, Antonella, and Frank Keller. 2005. Gradiance in linguistic data. *Lingua* 115:1497-1524.
- Schütze, Carson. 1996. *The empirical base of linguistics: Grammaticality judgments and linguistic methodology*. The University of Chicago Press.
- Stevens, Stanley Smith. 1957. On the psychophysical law. *Psychological Review* 64:153-181.

### **Statistics**

- Agresti, A. 2007. *An Introduction to Categorical Data Analysis*. Wiley.
- Baayen, Harald. 2008. *Analyzing Linguistic Data*. Cambridge University Press.
- Rietveld, Toni and Roeland Van Hout. 2005. *Statistics in language research: Analysis of variance*. Berlin/New York: Mouton de Gruyter.
- Robson, C. 1994. *Experiment, Design and Statistics in Psychology*. (3rd ed), Blackwell, Penguin Books.