



University of Puerto Rico
Río Piedras Campus
College of Humanities- English Department

SYLLABUS

English 6051: *Syntax I*
Section OU1
45 hours-three (3) credits
Saturdays: 9:00 a.m. – 12:00 noon

August / 2021
Robert Dupey, Ph.D.
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I. Course Description

English 6051 is an introduction to modern syntactic theory, providing students with a thorough grounding in the analysis of syntactic structure from a wide variety of languages. Theoretical, methodological and practical questions will be addressed in order to gain a firm understanding of diverse syntactic theories, assisting students in the acquisition of skills necessary to apply basic syntactic operations and categories to the analysis of the phrases and sentences of English and various other languages around the world. Each of the course's major themes / units includes exercises and recommendations for further study. **During the first semester of the 2021-2022 academic year, this course is to be offered online.**

II. Objectives

At the conclusion of the course, students will be able to:

- identify the inter-related aspects of syntactic structure, lexical categories and morphology;
- explore the syntactic structures and features of null constituents (null subjects, elliptical finite clauses, indicative clauses, subjunctive clauses, infinitive clauses, finite clauses, complementisers);
- understand Head Movement and the major syntactic operations accordingly (auxiliary inversion, CP recursion, auxiliary raising, negation, Do-support);

- d. familiarize themselves with WH-Movement (subject questions, pied-piping, constraints on movement);
- e. explore the varying types of movement operations as specific cases of A-bar Movement;
- f. apply methodological and practical questions to Spanish, other languages as well as to English;
- g. contribute in an effective manner to the integration of fellow students with special challenges and needs into the learning environment

III. Teaching Strategies

As much as possible, a participatory student-centered pedagogy will be utilized in the course, with students actively engaged in the learning processes whereby they may use their existing knowledge to shed light on areas of understanding about language through the use of such methods as discussion, group work, field work, lectures, textual analysis, among others. Students with access to Vocational Rehabilitation Services should contact the professor at the beginning of the semester in accordance with the recommendations of OAPI in the office of the Dean of Students. In addition, any students with any special needs or who require any type of assistance and / or special arrangements whatsoever should contact the professor.

IV. Course Outline and Distribution of Time – Online Sessions

Unit of Study/Theme	Contact Hours	Date(s)	Resources
Course Introduction	3	August 14	Discussion of Syllabus / Presentation of Course Outline and Core Texts: Radford, Andrew. (2016). <i>Analyzing English Sentences</i> The Syntax Construction Kit – Mark Rosenfelder
Chapter 1: Grammar	3	August 21	Radford
Chapter 2: Words	3	August 28	Radford
Chapter 3: Structure	12	September 4 September 11 September 18 September 25	Radford Rosenfelder (<i>Syntactic Structures and Constituents</i>)
Chapter 4: Null Constituents	6	October 2 October 9	Radford
Chapter 5: Head Movement	6	October 16 October 23	Radford Rosenfelder (<i>Movement</i>)

Chapter 6: WH - Movement	6	October 30 November 6	Radford
Special Topics Unit: Creolistics	6	November 13 November 20	<i>Parallel Outlines of Creole Grammars</i> - edited by John Holm and Peter L. Patrick
Total Contact Hours	45	--	-

V. Course Requirements and Evaluation

1. The University of Puerto Rico maintains the following grading scale:

A - Excellent 100 - 90 B- Very Good 89 - 80 C- Average 79 – 70
D - Deficient 69 - 60 F- Failure 59 and below

...This grading scale will be considered at all times in the evaluation of each student's academic performance. Each student's commitment to improvement and excellence in each and every aspect is crucial at this stage of his / her academic career.

2. Attendance as well and punctuality are **mandatory**. A close record of each student's attendance at all online sessions will be kept. Due particularly to the fact that we meet once per week, students' commitment to active participation and punctual attendance is crucial. At the conclusion of the semester, students receive a full grade for this aspect. The following scale is utilized:

0 absences: 100
1 absence: 90
2 absences: 80
3 absences: 70
4 absences: 60 5 absences: 50 etc.

Punctuality is also an important aspect to be taken into consideration. Students should be prepared to go online at 9:00 a.m. each Saturday. Naturally, serious illness, the loss of a family member or other extremely serious circumstances will be considered as a valid excuse for an absence. In these cases a student will be allotted additional time to make up missing work. In a course of this nature, maintaining all work up to date is vital!

3. There will be weekly homework assignments (both oral and written). Written assignments will be submitted electronically and evaluated accordingly. ALL homework assignments must be submitted on time. \
4. There will be numerous oral presentations (individual and in small groups) during the course of the semester; these are considered very Important activities as part of each student's contribution to our class meetings and will be evaluated (i.e. 25 / 50 pts.)
5. Students will be asked to submit a final paper in December. The theme of this paper is to be determined as we proceed with our weekly discussions.
6. A full **100 pt. grade** based on each student's **active** contribution to class discussion will be given at the conclusion of the semester.

Students are asked to always have the following materials for each online class session: the assigned readings, their assignments, and a notebook.

VI. Core Texts

Radford, Andrew. (2016). Analyzing English Sentences. Second edition. Cambridge University Press. Available on amazon.com - \$43.64 or as an Ebook - \$34.52) at [Andrew Radford: Analysing English Sentences \(ePUB\) - ebook ...](https://www.world-of-digitals.com/en/andrew-radford-analysing-english-sentences-ebook)
<https://www.world-of-digitals.com/en/andrew-radford-analysing-english-sentences-ebook>

Rosenfelder, Mark. (2018). The Syntax Construction Kit. Yonagu Books. Chicago.

Secondary Texts:

Carney, Andrew. (2013). *Syntax A Generative Introduction*. Third edition.

Culicover, Peter. (2009). *Natural Language Syntax*.

Radford, Andrew. *Colloquial English. Structure and Variation*. Cambridge Press. 2018.

VII. Bibliography

Adams, V. (2016). *Introduction to Modern English Word formation*. Routledge.

Bailey, B. L. (1966) *Jamaican Creole Syntax: A Transformational Approach*.

Cambridge: CUP.

Bayer, J. & Lai-Shen Cheng, L. *Wh- in-Situ*. Wiley Online Library. November 2017,
Wiley Online Library. <https://doi.org/10.1002/9781118358733.wbsyncom>

Bresnan, J, (2001). *Lexical-Functional Syntax*. Oxford: Blackwell.

Carney, A. (2013). *Syntax A Generative Introduction*. Third edition.

Chomsky, N. (1995). *The Minimalist Program*. Cambridge: MIT Press.

Culicover, P. (2009). *Natural Language Syntax*. Oxford University Press, 1 edition,.

Devis Márquez, P. (2017). Pasivas con se e impersonales con se en español actual.”
Revista Internacional de Lingüística Iberoamericana. Vol. 15, No. 1 (29), La lengua de la
historia. Variaciones en la escritura del discurso historiográfico. pp. 207-236

[Iberoamericana Editorial Vervuert](#)

Hardy, S. M., Wheeldon, L., & Segaert, K. (2020). Structural priming is determined by global syntax rather than internal phrasal structure: Evidence from young and older adults. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 46(4), 720–740.

<https://doi.org/10.1037/xlm0000754>

Kilby, D. (2019). *Descriptive Syntax and the English Verb*. Routledge.

Nefdt, R. (2016). Scientific Modeling in in generative grammar and the dynamic turn in Syntax” in *Linguistics and Philosophy* 39, 357-394.

Radford, A. (2018). *Colloquial English. Structure and Variation*. Cambridge Press.

Radford, A., Atkinson, M., Britain, D., & Spencer, A. (2009). *Linguistics:*

An Introduction. Cambridge: CUP.

Radford, A. (2002). *Syntactic Theory and the Structure of English: A Minimalist*

Approach. Cambridge: CUP.

Referencias electrónicas:

minimalism.linguistics.arizona.edu.

Office Hours

By agreement – Carried out remotely

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Important Notices: “The University of Puerto Rico prohibits discrimination based on sex, sexual orientation, and gender identity in any of its forms including that of sexual harassment. According to the Institutional Policy Against Harassment at the University of Puerto Rico, Certification Num. 130, 2014-2015 from the Board of Governors, any student subjected to acts constituting sexual harassment, must turn to the Office of the Student Ombudsperson, the Office of the Dean of Students, and/or the Coordinator of the Office of Compliance with Title IX for an orientation and/or a formal complaint.

Los estudiantes que reciban servicios de Rehabilitación Vocacional deben comunicarse con la profesora al inicio del semestre para planificar el acomodo razonable y equipo asistivo necesario conforme a las recomendaciones de la Oficina de Asuntos para las Personas con Impedimiento (OAPI) del Decanato de Estudiantes. También aquellos estudiantes con necesidades especiales que requieren de algún tipo de asistencia o acomodo deben comunicarse con el/la profesor/a.

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