

Syntax

– Course description –

Code: BBN-ANG-252/i (BBI-ANG-252E/i)

Term: Spring 2011

Time: Thursday 14.00–15.30

Room: E 327

Teacher: Julia Bacskai-Atkari, MA (Department of English Linguistics)

Availability: bajulia@nytud.hu

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Office: E 450

Office hours: Thursday 16.00–17.00

Description:

This seminar, building on students' familiarity with the basic theoretical concepts of syntax, aims to provide a practical survey of syntactic issues and to provide students with skills necessary for their further studies, besides helping them prepare for the BBN-ANG-251 lecture course exam. The material is intended to cover the basics of diverse areas of English syntax; each week some aspect will be discussed from a practical point of view, mostly by solving tasks and drawing tree diagrams together. Last but not least, this seminar also intends to convince students that syntax is fun.

Syllabus:

10 th	February	no class (registration week)	
17 th	February	Topic 1 X-bar theory	
24 th	February	Topic 2 The Determiner Phrase	
3 rd	March	Topic 3 Multiple determiners	
10 th	March	Topic 4 Verb Phrases	In-class test I
17 th	March	Topic 5 Multiple light verbs	
24 th	March	Topic 6 Aspectual auxiliary verbs	
31 st	March	Topic 7 Inflectional Phrases	
7 th	April	Topic 8 Case assignment	In-class test II
14 th	April	Topic 9 Sentential adjuncts	
21 st	April	no class (spring break)	
28 th	April	Topic 10 Complementiser Phrases	
5 th	May	Topic 11 Interrogatives	
12 th	May	Surprise	In-class test III
19 th	May	entering grades	

Set text:

Mark Newson et al. (2006), *Basic English Syntax with Exercises*. Budapest: Bölcsész Konzorcium.

Available at: <http://primus.arts.u-szeged.hu/bese/>

Requirements and assessment

(1) There will be three **in-class tests** (from topics 1–3, 4–7, 8–11). In order to get a valid grade, students are required to write at least **two** of them; if they choose to write all the three, naturally only the best two results will count. Note that there are no retakes. The final grade is practically based on the result of the two tests (80% altogether – 40% each).

(2) A **short homework exercise** will be assigned for each class. Students are required to hand in homework in time: the class the exercise was assigned for (or, alternatively, via email on the same day by 19.00 the latest). Late homework counts as a 1; being absent is NOT an excuse for failing to meet the deadline. In order to get a valid grade, all homework exercises must be submitted by 6th May the latest. The average quality of the home assignments may slightly affect the final grade (10%).

(3) Students are kindly encouraged to learn regularly in order to facilitate preparation for the in-class tests and to ensure that they are familiar with certain key notions necessary for further discussions. To provide an opportunity for students to show that they do so, there will be a **short quiz** at the beginning of each class (a maximum of two practical questions concerning the material of the previous week's discussion), except for classes for which an in-class test is scheduled. Again, the average result of these may only slightly affect the final grade (10%).

There is **no** Home Paper.

In short:

two in-class tests:	80%
Σ homework:	10%
Σ quizzes:	10%

Absence policy:

A **maximum of 3 absences** will be tolerated. 4 absences will NOT be tolerated and the student will be automatically deleted from the group after the 4th absence. We do not check why students are absent, nor do we accept apologies. This practice follows the general policy on absences. Being more than 15 minutes late will also count as an absence.

Readings

This list contains all the obligatory readings for this seminar. Make sure you read them **after** we have discussed the relevant topics in class. Reading the assigned texts is necessary for the quizzes and the in-class tests.

- Topic 1 Newson et al. (2006): Chapter 3, 1.1–1.4 (p. 87–96)
- Topic 2 Newson et al. (2006): Chapter 4, 1 (p. 129–137)
- Topic 3 Newson et al. (2006): Chapter 4, 3 (p. 143–148)
- Topic 4 Newson et al. (2006): Chapter 5, 2.1–2.2 (p. 156–162)
- Topic 5 Newson et al. (2006): Chapter 5, 2.5–2.6 (p. 182–188)
- Topic 6 Newson et al. (2006): Chapter 5, 3 (p. 197–202)
- Topic 7 Newson et al. (2006): Chapter 6, 2.3–2.4 (p. 225–232)
- Topic 8 Newson et al. (2006): Chapter 6, 3 (p. 233–237)
- Topic 9 Newson et al. (2006): Chapter 6, 4 (p. 238–239)
- Topic 10 Newson et al. (2006): Chapter 7, 1–2 (p. 243–247)
- Topic 11 Newson et al. (2006): Chapter 7, 3.1–3.3 (p. 248–254)