1. **Title of the module**

LL847 – Topics in Syntax

1. **School or partner institution which will be responsible for management of the module**

School of European Culture and Languages

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

Co-requisite: LL833 Structure; LL838 Sounds

1. **The programmes of study to which the module contributes**

Optional for MA Linguistics and MA Applied Linguistics with TESOL

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Demonstrate a systematic understanding of the central areas of syntactic thought, as well as the basics of empirical enquiry;

8.2 Demonstrate comprehensive skills in using syntactic tree-drawing techniques, the purpose of which is to provide a comprehensive representation of syntactic constituency and operations;

8.3 Demonstrate a critical awareness and understanding of the theory and methods used to develop lines of argument and conduct theoretically informed cross-linguistic analyses of data;

8.4 Critically evaluate the extent to which the linguistic theory they have been introduced to can both describe and explain the syntactic properties of the data with which they have been presented.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Demonstrate their capacity for critical and original thought;

9.2 Demonstrate fluent writing skills, that enable them to clearly communicate ideas and analysis to specialist and non-specialist audiences;

9.3 Show honed time management skills, and the ability to take initiative and personal responsibility for their own learning.

1. **A synopsis of the curriculum**

This course will explore a specific model of formal syntactic theory: Minimalism. By investigating some of the core issues developed within the Minimalist Program, such as the role of phrase structure, the central role of movement processes and the mechanisms which are responsible for them, students will have the opportunity to examine how the Minimalist framework can account for the differences and similarities found in languages, in which ways it is controversial and the assumptions it makes regarding the interaction of syntax with other linguistic components (morphology/semantics/pragmatics). Focusing on a specific model will give students the opportunity to consider in depth not only its methods and its aims, but also the proper nature of syntactic argumentation. The investigation will entail both theoretical and descriptive perspectives, thus emphasizing the importance of description in supporting and testing theory. As such, students will be encouraged to evaluate theoretical claims in the light of observations drawn from a wide range of languages.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Adger, D. (2003). Core Syntax: A Minimalist Approach. Oxford: Oxford University Press

Boeckx, C. (2006). Linguistic Minimalism: Origins, Concepts, Methods, and Aims. Oxford: Oxford University Press

Hornstein, N., Nunes, J. & Grohmann, K. K. (2005). Understanding Minimalism: An Introduction to Minimalist Syntax. Cambridge: Cambridge University Press

Lasnik, H., Uriagereka, J. & Boeckx, C. (2005). A Course in Minimalist Syntax: Foundations and Prospects Oxford: Blackwell

Van Gelderen, E. (2013). Clause Structure. Cambridge: Cambridge University Press.

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
	1. Main assessment methods
* Exercise-based task 1 – 25%
* Exercise-based task 2 – 25%
* Critical review (1,500 words) - 50%
	1. Reassessment methods

Reassessment instrument: 100% coursework:

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** |  | **x** | **x** | **x** |
| Workshop | **x** | **x** | **x** | **x** | **x** |  |  |
| **Assessment method** |  |  |  |  |  |  |  |
| Exercise-based task 1 | **x** | **x** |  |  |  | **x** | **x** |
| Exercise based task 2 | **x** | **x** |  |  |  | **x** | **x** |
| Critical review |  |  | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/ declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

By studying the syntax of a broad range of languages from diverse language families, students are introduced to universal and language-specific rules and principles, thereby requiring them to assess the efficacy of theoretical models that make universal claims from a cross-linguistic perspective.

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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