1. **Title of the module**

LING5190 (LL519) – Syntax 1

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 5

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)**

Spring

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

None

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

Optional for BA English Language & Linguistics (Single and Joint Honours)

Also available as a ‘Wild’ module

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

8.1 Demonstrate a solid understanding of core concepts in formal linguistic theory, as well as the fundamentals of empirical enquiry;

8.2 Construct phrase-structure markers, the purpose of which is to provide a comprehensive representation of syntactic constituency and operations;

8.3 Conduct theoretically informed cross-linguistic analyses of data;

8.4 Develop lines of argument and make informed judgements on the basis of cross-linguistic evidence that they will assess the validity of throughout the course;

8.5 Demonstrate their capacity for critical thought, their ability to express these thoughts accurately and to analyse cross-linguistic data;

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

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

9.1 Demonstrate written fluency;

9.2 Demonstrate competent time-management skills.

1. **A synopsis of the curriculum**

This course will introduce students to one aspect of formal linguistics, specifically syntactic theory. Syntax will be defined as one aspect of a person’s grammar, to be distinguished from the lexicon, semantics, morphology, and phonology. Focusing on the structure of sentences, the course will examine the principles according to which phrases and structures are formed, as well as speakers’ knowledge about the structural well-formedness of the sentences they hear and produce.

Students will gradually learn to draw syntactic trees that can represent the syntactic operations that they will be introduced to. They will learn to conduct syntactic tests on English and cross-linguistic data, thereby becoming versed with the empirical method. The course will combine both minimalist and earlier government and binding work. We will examine the competence/performance distinction, the notion of I-language, poverty of the stimulus arguments, levels of representation, phrase-structure rules, and constituency tests as a means for testing phrase structure, case theory, theta theory, binding and movement.

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

Chomsky, N. (2001). *Language and Problems of Knowledge: The Managua Lectures*. Cambridge Mass: MIT Press.

Haegeman, L. (1994). *Introduction to Government and Binding Theory*. Oxford: Blackwell.

Isac, D and Reiss, C. (2009). *I-Language: An Introduction to Linguistics as Cognitive Science*. Oxford: Oxford University Press.

Jackendoff, R. (1993). *Patterns in the Mind*. New York: Harvester Wheatsheaf.

Radford, A. (2009). *Syntax,* *A Minimalist Introduction*. Cambridge: Cambridge University Press.

Smith, N. (2004). *Chomsky: Ideas and Ideals* 2nd Edition. Cambridge: Cambridge University Press.

Roberts, I (1997). *Comparative Syntax*. New York: St Martins Press Inc.

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
   1. Main assessment methods

* In-Course Test (45 minutes) – 20%
* Data Set 1 (equivalent to 2,000 words) – 35%
* Data Set 2 (equivalent to 2,500 words) – 45%
  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)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *9.1* | *9.2* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** |  |  | **x** |
| Lecture | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Data Set 1 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Data Set 2 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| In-Course Test | **x** | **x** | **x** | **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**

Linguistics modules are intrinsically relevant to internationalisation given that students analyse languages from around the world as a matter of course. In this particular module, students are presented with data from different language families and have to consider how they impact upon any theoretical model that makes universal claims.

**FACULTIES SUPPORT OFFICE USE ONLY**

**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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| Revised FSO Jan 2018 |