1. **Title of the module**

LING5260 (LL526) – Syntax II

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 6

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**

Pre-requisite: LING5190 – Syntax I

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

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

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

8.1 Demonstrate systematic and detailed understanding of the central areas of syntactic thought, as well as the fundamentals of empirical enquiry;

8.2 Demonstrate the skill of constructing phrase-structure markers, the purpose of which is to provide an advanced and comprehensive representation of syntactic constituency and operations;

8.3 Demonstrate advanced-level understanding of the theory and methods that will enable students to develop lines of argument and conduct theoretically informed cross-linguistic analyses of data in a broad variety of contexts;

8.4 Demonstrate their capacity for critical thought, their ability to express these thoughts accurately, to devise and sustain complex and nuanced arguments, to solve complex problems and to analyse cross-linguistic data;

8.5 Assess the extent to which the linguistic theory they have been working with can both describe and explain the syntactic properties of the data they have been presented with in detail and with cogency, displaying high-level conceptual understanding.

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

9.1 Communicate the results of study and work accurately, with well-structured and coherent arguments in an effective and fluent manner;

9.2 Demonstrate the ability to work individually;

9.3 Make use of high-level secondary and primary sources.

1. **A synopsis of the curriculum**

The aim of this module is to advance students' knowledge of syntactic theory. As such, the course will expand upon a number of key topics from a broad range of issues introduced in the pre-requisite module, such as binding, the syntax of questions and relative clauses and theta theory. We will also examine the interfaces between syntax and other core areas of linguistic inquiry (semantics/pragmatics/morphology) by focusing on topics such as quantification, ellipsis, and anaphora. Relevant theoretical work will be outlined and discussed and students will have the opportunity to develop their skills in syntactic analysis and argumentation by investigating several empirical phenomena from a wide range of languages. They will also be encouraged to evaluate theoretical claims in the light of the observations drawn. As such, the module will equip students with the theoretical and methodological tools required in the specialised modules and will highlight the crucial role of description in supporting and testing theoretical claims.

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

Baltin, M. and Chris Collins (eds.). (2000). *The Handbook of Contemporary Syntactic Theory*. London: Wiley-Blackwell

Carnie, A. (2011). *Modern Syntax: A Coursebook*. Cambridge: Cambridge University Press

den Dikken, M. (ed.). (2012). *The Cambridge Handbook of Generative Syntax*. Cambridge: Cambridge University Press

Hornstein, N., Jairo Nunes and Kleanthes K. Grohmann. (2005). *Understanding Minimalism*. Cambridge: Cambridge University Press

Lasnik, H., Juan Uriagereka and Cedric Boeckx. (2005). *A Course in Minimalist Syntax*. Malden, MA: Blackwell

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
	1. Main assessment methods
* Technical Assignment 1 (750 words) – 25%
* Technical Assignment 2 (750 words) – 25%
* Technical Assignment 3 (750 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)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** |  | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** | **x** |  |  |  |  |
| Seminar |  |  |  |  | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Technical Assignment 1 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Technical Assignment 2 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Technical Assignment 3 | **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**

The content of this module includes the analysis of languages from around the world from a comparative and cross-linguistic perspective. The module also examines international research on syntax thus ensuring an international perspective.

**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) |
| 07/12/18 | Minor | September 2019 | 13.1, 13.2 |  |
|  |  |  |  |  |