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| **Course unit**  **Descriptor** | **LOGOOO.png** | | logo_UNS.png |
| **Faculty of Philosophy** | |
| **GENERAL INFORMATION** | | | |
| Study program in which the course unit is offered | | **English Studies** | |
| Course unit title | | Generative Syntax 1 | |
| Course unit code | | 08ЕЈЕЈ303 | |
| Type of course unit[[1]](#footnote-1) | | optional | |
| Level of course unit[[2]](#footnote-2) | | Bachelor | |
| Field of Study (please see ISCED[[3]](#footnote-3)) | | Literature and Linguistics | |
| Semester when the course unit is offered | | summer | |
| Year of study (if applicable) | |  | |
| Number of ECTS allocated | | 7 | |
| Name of lecturer/lecturers | | Dr Sabina Halupka Rešetar | |
| Name of contact person | | Dr Sabina Halupka Rešetar | |
| Mode of course unit delivery[[4]](#footnote-4) | | Face to face | |
| Course unit pre-requisites (e.g. level of language required, etc) | |  | |
| **PURPOSE AND OVERVIEW (max 5-10 sentences)** | | | |
| The course focuses on methods and argumentation for formal analysis of sentence structure through induction from  language data of central concepts and relations; hypothesis testing, empirical bases of theoretical concepts. | | | |
| **LEARNING OUTCOMES (knowledge and skills)** | | | |
| By the end of the course students have a sound knowledge of the basics of one of the major syntactic theories (the  Minimalist Programme of Chomsky 1993, 1995, 2000); an understanding of why the theory is structured as it is, and how it  fits into a broader picture of language and mind; an ability to analyse simple sentences within the theory, and to follow and construct syntactic arguments, and an appreciation of the links between data and theory in syntax and in linguistics more generally. | | | |
| **SYLLABUS (outline and summary of topics)** | | | |
| Core concepts: sentence, utterance, proposition; grammaticality and acceptability; tacit knowledge; syntactic theories.  Morphosyntactic features: introducing features; feature systems; interface rules; motivating features; major and minor  features.  Constituency and theta roles: indetifying constituents; determining the head; predicting the head: theta roles and selectional features; c-seleciton and s-selection; triggering Merge by feature checking.  Representing phrase structure: the structure of phrases: Merge vs. Adjoin; structural relations: c-command; the case of  ditransitives; linking; the architecture of the system.  Introducing functional categories: lexical vs. funcitonal categories; sentences are headed by T; tesne-marking; head  movement; do-support. | | | |
| **LEARNING AND TEACHING (**planned learning activities and teaching methods) | | | |
| Lectures, problem-based learning, self-study. | | | |
| **REQUIRED READING** | | | |
| David Adger, *Core syntax: A Minimalist approach*, Oxford University Press, 2003  Andrew Carnie, *Syntax*, Blackwell, 2013  Liliane Haegeman and Jacqueline Guéron, *English Grammar: A Generative Perspective*, Blackwell, 1999  Andrew Radford, *Minimalist Syntax: Exploring the Structure of English*, Cambridge University Press, 2004  Mark Baker, “On the structural positions of Themes and Goals”. Studies in Natural Language and Linguistic Theory 33, Springer, 1996, pp. 7-34  Steven Pinker, *The Language Instinct*, Penguin, 1994  Ljiljana Progovac, *A Syntax of Serbian*, Slavica, 2005 | | | |
| **ASSESSMENT METHODS AND CRITERIA** | | | |
| Tests (40%), practical classes (10%), written exam (50%). | | | |
| **LANGUAGE OF INSTRUCTION** | | | |
| English | | | |

1. Compulsory, optional [↑](#footnote-ref-1)
2. First, second or third cycle (Bachelor, Master's, Doctoral) [↑](#footnote-ref-2)
3. ISCED-F 2013 - <http://www.uis.unesco.org/Education/Documents/isced-f-detailed-field-descriptions-en.pdf> (page 54) [↑](#footnote-ref-3)
4. Face-to-face, distance learning, etc. [↑](#footnote-ref-4)