Course Information

Instructor: Joey Sabbagh
Contact Information: Office: Hammond Hall 407; Email: sabbagh@uta.edu
Meeting Time & Location: Thursday, 5:30PM–8:20PM, Trimble Hall, Rm. 216
Office Hours: Tuesday 3:30–4:30, Wednesday 2–3

Course Overview

This seminar covers topics relating to the interface between Syntax and Phonology. Specifically, we will be looking at a range of empirical phenomenon which illustrate the role of syntactic structure in conditioning phonological rules, and—relatedly—the role that phonological structures might play in conditioning syntactic rules. From the theoretical perspective, the question to be addressed is this: How direct is the flow of information from one component of the grammar (syntax, phonology) to the other? What limitations are imposed on the interaction between these components? These questions will be investigated through readings from the primary literature and in-class discussion of these readings.

Course Requirements

- 25-30 minute presentation of one of the optional readings listed below (details to be announced).
- A final term paper.

The Final Paper & Due Dates

The final paper may be on any topic, subject to approval, as long as it is either (i) a syntax topic, or (ii) a topics related to the syntax-phonology interface. The paper should be an ‘original research’ paper.

To ensure quality papers, and to maximize my ability to assist you with your paper, get started as early as possible. Please submit a 1-page topic-proposal to me by 9/23 (no later than 9/30). Please submit a first draft of your paper to me by 11/18. Please submit the final version of your paper no later than 12/17. Early submissions are welcome.
Readings

The readings below are broken up into three themes, which correspond to the three main themes of the class: (i) Motivating prosodic structure (above the word); (ii) The role of prosodic structure in linearization (word order); and (iii) Sentential stress and effects of Focus on sentential stress. A ‘*' indicates an optional reading. Required readings will be made available online (details to be announced).

Motivating Prosodic Structure Above the Word

- *Selkirk, Elisabeth. 1995. The prosodic structure of function words. UMOP.*

Papers for Presentation


Word Order at the Interface

• Elfner, Emily. 2010. The interaction of linearization and prosody: Evidence from pronoun
Cambridge Scholars Publishing.

• Richards, Norvin. 2010. Beyond strength and weakness. In Uttering Trees, MIT Press,
Cambridge, MA.

UT Arlington.

Papers for Presentation

• Fitzgerald, Colleen. 2003. Word order and discourse genre in Tohono O’odham. In Carnie,
of Eloise Jelinek, 179-189.

• Gobbel, Edward. Extraposition as PF movement. In Bainbridge, E. and B. Abayani, eds,

Sentential Stress & Focus


• Kahnemuyipour, Arsalan. 2009. The syntax of Sentential Stress. (Chapter 4). Oxford
University Press.

• Kratzer, Angelika & Elisabeth Selkirk. 2007. Phase theory and prosodic spell-out. The

• Samek-Lodovici, V. 2005. Prosody-syntax interactions in the expression of Focus. Natural

• Kahnemuyipour, Arsalan. 2009. The syntax of Sentential Stress. (Chapter 5). Oxford
University Press.
Other Policies

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student’s responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Financial Aid Office for more information.

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

As a student, your responsibility rests with informing the instructor in writing or email and providing the official documentation from the Office for Students with Disabilities no later than the end of the second week of classes.

Academic Dishonesty: At The University of Texas at Arlington, academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. Students involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from UTA.

According the UT System Regents’ Rules and Regulations, “Scholastic dishonesty” includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts” (Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22).

While the Department of Linguistics and TESOL hopes to foster a sense of community in which students can enhance their educational experience by conferring with each other about the lectures, readings, and assignments, all work submitted must be the product of each student’s own effort. Students are expected to know and honor the standards of academic integrity followed by American universities; ignorance of these standards is not an excuse for committing an act of academic dishonesty (including plagiarism). If you have questions, please speak with your instructor, your academic advisor, or the department chair.

Please be advised that departmental policy requires instructors to formally file charges with the Office of Student Conduct, following procedures laid out for faculty there (http://www.uta.edu/studentaffairs/conduct/faculty.html), as well as notify the department chair of the filing of the charges.
**Student Support Services Available:** The University of Texas at Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. These resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals to resources for any reason, students may contact the Maverick Resource Hotline at 817-272-6107 or visit www.uta.edu/resources for more information.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the course syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week.

**Auditors:** The Department of Linguistics and TESOL has a “no audit” policy, with one exception. With instructor permission, Department of Linguistics and TESOL faculty, staff, and students enrolled in a linguistics/TESOL degree program may be able to audit a course. Audited courses cannot be used to satisfy any degree or program requirements/electives, nor will any credit (including retroactive) be granted for audited courses.