Course Syllabus

1	Course title	Syntax
2	Course number	2201751
3	Credit hours	3
	Contact hours (theory, practical)	3
4	Prerequisites/Co-requisites	
5	Program title	Master's Degree in Linguistics
6	Program code	011
7	Awarding institution	The University of Jordan
8	School	School of Foreign Languages
9	Department	Department of English Language and Literature
10	Course level	Graduate
11	Year of study and semester (s)	2023/2024, First Semester
12	Final Qualification	MA
13	Other department (s) involved in teaching the course	
14	Language of Instruction	English
15	Delivery method	☒Face to Face learning ☐Blended ☐Fully online
16	Electronic platform(s)	☒E - Learning ☐Microsoft Teams ☐Skype ☐Zoom ☐Others…………
17	Issuing/Revision Date	October 2023

18 Course Coordinator

Name: Dr Marwan Jarrah
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Office Hours:
Monday & Wednesday: 15:00-11:30

19 Other instructors:

Dr. Imran Al Rashadan
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Dr. Eman Al Khalaf

Course Syllabus

Office number:
Phone number:
Email:
Office Hours:

20 Course Description:

This course explores the intricate structures and principles governing sentence formation in natural languages. Students will delve into advanced syntactic theories, studying the relationships between words, phrases, and clauses, and analyzing the underlying principles that govern their arrangement. The course emphasizes both theoretical frameworks and empirical analysis, encouraging students to engage critically with linguistic data from various languages. Topics include phrase structure, movement operations, argument structure, and syntactic variation across languages. Through in-depth case studies and hands-on exercises, students will develop advanced skills in syntactic analysis and argumentation, enabling them to critically evaluate and contribute to current syntactic theories. By the end of the course, students will possess a deep understanding of complex syntactic structures, enabling them to conduct original research and contribute meaningfully to the field of linguistics.

21 Course aims and outcomes:

A- Aims: Program learning out comes (PLO`s)

Upon successful completion of the Master's Program in Linguistics, students should be able to:

1. Discuss and Evaluate current linguistic theories, research methods, and their applications in professional contexts in a way that reflects his deep understanding of language structure and discourse.
2. Compare and contrast language systems, including grammar, phonetics, phonology, morphology, syntax, Semantics, pragmatics, and language acquisition in a manner that demonstrates comprehensive understanding of linguistic diversity.
3. Apply computational tools efficiently in linguistic research, lexicography, and language teaching, effectively harnessing technology to support language analysis and processing.
4. Systematize, critically analyze, and interpret extensive linguistic data from corpora, demonstrating the ability to extract valuable insights from linguistic sources.
5. Synthesize and analyze linguistic theory and data, using this knowledge to construct well-structured and evidence-based scholarly arguments.
6. Design and conduct linguistic research, interpreting its results, demonstrating the ability to write a master's thesis proficiently, and producing reports of publishable quality.
7. Prepare and deliver professional and specialized seminars, and work efficiently both independently and collaboratively while upholding social and professional responsibilities.
8. Demonstrates proficiency in using information and communication technology, employing it to generate new knowledge and enhance intellectual and professional capabilities and skills.

B- Course Learning Outcomes (CLOs):

Upon successful completion of this course, students will be able to:

No.	Course Learning Outcomes	Program Outcomes										Assessment Tools									
		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
1	Analyze and interpret complex syntactic structures in diverse languages, demonstrating expertise in identifying and explaining the relationships between words, phrases, and clauses.		X		X									X			X		X		X
2	Apply advanced syntactic theories to analyze and explain language-specific syntactic phenomena, showcasing a deep understanding of theoretical frameworks and their practical applications.	X				X								X			X		X		X
3	Evaluate syntactic variation and language universals, demonstrating the ability to synthesize diverse syntactic patterns and explain their theoretical implications.					X	X							X			X		X		X
4	Design and conduct original syntactic research, employing appropriate methodologies to analyze linguistic data and contribute new insights to syntactic theory.						X	X						X			X		X		X
5	Utilize computational tools and corpora to analyze large-scale syntactic data, demonstrating proficiency in applying technology to support syntactic analysis and processing.			X					X					X			X		X		X
6	Evaluate the suitability of simple syntactic frameworks for descriptive projects in	X				X															

different kinds of languages.																	

22. Topic Outline and Schedule:

Week	Lecture	Topic	Intended Learning Outcomes	Teaching Methods*/platform	Evaluation Methods**	References
1	1.1	Orientation: what is syntax	1-6	Synchronous Lecturing, Forums	Midterm + Term Paper	Assigned handout
2	2.1	Understanding the Foundations of Syntactic Structures and Linguistic Grammar	1-6	Synchronous Lecturing, Forums	Midterm + Term Paper + Presentations	Chapter 1: Grammar
3	3.1	Investigating the Role and Structure of Words in Syntactic Analysis	1-6	Synchronous Lecturing, Forums	Midterm + Term Paper + Presentations	Chapter 2: Words
4	4.1	Exploring Syntactic Structures and Hierarchical Organization in Sentences	1-6	Synchronous Lecturing, Forums	Midterm + Term Paper + Presentations	Chapter 3: Structure
5	5.1	Exploring Syntactic Structures	1-6	Synchronous Lecturing, Forums	Midterm + Term Paper	Chapter 3: Structure

		and Hierarchical Organization in Sentences			+ Presentations	
6	6.1	Analyzing Null Elements and Ellipsis in Syntactic Representations	1-6	Synchronous Lecturing, Forums	Midterm + Term Paper + Presentations	Chapter 4: Null Constituents
7	7.1	**Midterm**	1-6	Synchronous Lecturing, Forums	Midterm	Assigned material
8	8.1	Studying Head Movement and Its Impact on Sentence Structure	1-6	Synchronous Lecturing, Forums	Final + Term Paper + Presentations	Chapter 5: Head Movement
9	9.1	Studying Head Movement and Its Impact on Sentence Structure	1-6	Synchronous Lecturing, Forums	Final + Term Paper + Presentations	Chapter 5: Head Movement
10	10.1	Understanding Wh-Movement and Its Syntactic Effects in Questions	1-6	Synchronous Lecturing, Forums	Final + Term Paper + Presentations	Chapter 6: Wh-Movement

		and Relative Clauses				
11	11.1	Understanding Wh-Movement and Its Syntactic Effects in Questions and Relative Clauses	1-6	Synchronous Lecturing, Forums	Final + Term Paper	Chapter 6: Wh-Movement
12	12.1	Investigating A-Movement and Its Role in Syntactic Phenomena like Passives and Raising Constructions	1-6	Synchronous Lecturing, Forums	Final + Term Paper + Presentations	Chapter 7: A-Movement
13	13.1	Exploring Syntactic Agreement Patterns, Case Marking, and Their Interactions with Movement	1-6	Synchronous Lecturing, Forums	Final + Term Paper + Presentations	Chapter 8: Agreement, Case, and Movement
14	14.1	Analyzing Split Projections and Their	1-6	Synchronous Lecturing, Forums	Final + Term Paper + Presentation	Chapter 9: Split Projections

		Implications for Syntactic Structures			s	
15	15.1	Understanding Syntactic Phases and Their Significance in Sentence Building and Interpretation	1-6	Synchronous Lecturing, Forums	Final + Term Paper + Presentations	Chapter 10: Phases
16	16.1	**<u>Final</u>**	1-6	Synchronous Lecturing, Forums	Final	Assigned Material

- **Teaching methods include**: Synchronous lecturing/meeting; Asynchronous lecturing/meeting; discussion
- **Assessment methods include**: 1. quizzes, 2. assignments, 3. midterm, 4. projects, 5. interview, 5. case studies, 6. presentation, 7. field study 8. term papers, 9. student portfolio, 10. final exam

23 Evaluation Methods:

Opportunities to demonstrate achievement of the CLOs are provided through the following assessment methods and requirements:					
Evaluation Activity	**Mark**	**Topic(s)**	**Intended Learning outcome**	**Period (Week)**	**Platform**
Term Paper	15	The student's choice	1-5	1-16	E-Learning
Presentations	15	The student's choice	1-5	1-16	On campus
Midterm Exam	30	1-7	1-5	1-7	On campus

Final Exam	40	1-16		1-5		1-16	On campus

Rubric for presentation tasks:

Criteria	15	12	10	8	6-0
Subject Mastery	Full knowledge of the topic is demonstrated and any questions from the audience are correctly answered and explained. A thesis is presented.	Understanding of the topic is demonstrated and most of the questions from the audience are answered correctly. A thesis is presented.	The content shows some understanding and comprehension of the topic, but questions from the audience aren't answered correctly. A thesis is somewhat presented.	The presentation has some information about the topic, but is mostly based on clichés and basic knowledge. No thesis is presented.	The presentation doesn't show any knowledge of the topic, it's short and has basic or no foundation. No thesis is presented.
Organization	It is presented in a logical, interesting sequence, and effective way that can be followed easily.	It is presented in a logical sequence which can be followed fairly easily.	The presentation is somewhat difficult to follow but the general idea and timeline is understood.	The presentation is difficult to follow because it jumps back and forth and it is difficult to understand.	The presentation has no sequence of information and is not understood.
Delivery	Maintains eye contact, doesn't read from notes, speaks loud with inflection, pronounces all words correctly, and is very effective and engaging.	Maintains eye contact throughout, rarely reads from notes, speaks with inflection, pronounces most words correctly, and is somewhat effective and engaging.	Maintains eye contact, reads from notes occasionally, speaks loud enough, pronounces some words correctly, and is somewhat effective and engaging.	Occasional eye contact, mostly reads from notes, speaks quietly and mispronounces.	No eye contact is made, reads from notes, a lot of mumbling and mispronunciation, and speaks quietly.

Creativity	Presentation is unique and innovative, with visual aids that are effectively used to support or demonstrate the content. The focus chosen is original and inspired.	Presentation's information is highlighted with visual aids that are used in an interesting way. The focus chosen is original.	Presentation is interesting, but unoriginal and there's a presence of visual aids that somewhat support the content. The focus chosen is somewhat interesting, but obvious.	Presentation is not unique or interesting, but uses of visual aids in a somewhat interesting way. Little or no interest is conveyed in the focus chosen.	There is no true focus which leads to poor or no creativity. There are no visual aids.

24 Course Requirements

Students should have the assigned textbook.

25 Course Policies:

A- Attendance policies:
B- Absences from exams and submitting assignments on time:
C- Health and safety procedures:
D- Honesty policy regarding cheating, plagiarism, misbehavior:
E- Grading policy:
F- Available university services that support achievement in the course:

26 References:

A- Required book(s):
Radford, A. (2004). *Minimalist Syntax: Exploring the Structure of English.* Cambridge University Press.

27 Additional information:

Course Syllabus

Name of Course Coordinator: Dr. Marwan Jarrah Signature: ------------------ Date: ------------

Head of Curriculum Committee/Department: --------------------------- Signature: -------------------------

Head of Department: -- Signature: ----------------------

Head of Curriculum Committee/Faculty: -------------------------------------- Signature: -------------------

Dean: --- Signature: --