UNIVERSITATEA BABEȘ-BOLYAI
BABEȘ-BOLYAI TUDOMÁNYEGYETEM
BABEȘ-BOLYAI UNIVERSITÄT
BABEȘ-BOLYAI UNIVERSITY
TRADITIO ET EXCELLENTIA

Facultatea de Litere
Str. Horea nr. 31
400202, Cluj-Napoca
Tel: 0264 5322388
Fax: 0264 432303

+COURSE SYLLABUS

1. Information about the study program

1.1 University	Babeș-Bolyai University
1.2 Faculty	Faculty of Letters
1.3 Department	English language and literature
1.4 Field of study	Philology
1.5 Program level (bachelor or master)	Master
1.6 Study program / Qualification	Current Trends in Linguistics (DAL)

2. Information about the subject

2.1 Subject title	LME1142 The Generative Enterprise (Generativismul lingvistic) (taught in English)						
2.2 Course activities professor	Professor Ștefan Oltean, PhD (stefan.oltean@ubbcluj.ro)						
2.3 Seminar activities professor	Professor Ștefan Oltean, PhD (stefan.oltean@ubbcluj.ro)						
2.4 Year of study	I	2.5 Semester	II	2.6 Type of assessment	E	2.7 Subject regime	Ob

3. Total estimated time (teaching hours per semester)

3.1 Number of hours per week	4	out of which: 3.2 course	2	3.3 seminar/laboratory	2
3.4 Total number of hours in the curriculum	56	out of which: 3.5 course	28	3.6 seminar/laboratory	28
Time distribution					Hours
Study based on textbook, course support, references and notes					60
Additional documentation in the library, through specialized databases and field activities					16
Preparing seminars/laboratories, essays, portfolios and reports					60
Tutoring					2
Assessment (examinations)					2
Others activities					14

3.7 Total hours for individual study	140
3.8 Total hours per semester	196
3.9 Number of credits	8

4. Preconditions **(if necessary)**

4.1 Curriculum	
4.2 Skills	

5. Conditions (if necessary)

5.1. For course development	• Students will attend the courses, seminars with their phones switched off or on silent mode. • During the course the students are required to respond to the teacher's request to engage in discussions and to answer the questions about the topic of the course.

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5.2. For seminar / laboratory development	• The attendance of seminars is mandatory for all students. • At the beginning of each seminar, students must submit, at the teacher's request, the homework received in the previous seminar(s). • During the seminar, the students are required to solve applications at the teacher's request and to answer the questions related to the topic.

6. Acquired specific competences

Professional competences	• C2.2 Appropriate use of scholarly literature • C3 Description of the grammatical structure of the English language and its use in text production and verbal interaction • C3.2 Explanation of syntactical, semantic and pragmatic classifications of linguistic data, analysis of spoken and written discourse in the English language by using the conceptual framework of possible world semantics or truth-conditional semantics • Explanation and interpretation of contemporary frameworks in linguistics • C5 Description of the syntactic structure of the English language and its use for text production and translation, and in verbal interaction
Transversal competences	• CT1 Knowledge, explanation and interpretation of contemporary ideas, processes, phenomena, states and trends in the field of natural language semantics and its application in keeping with professional ethics • CT2 Team work; interpersonal communication and assumption of specific roles

7. Subject objectives (arising from the acquired specific competences)

7.1 Subject's general objective	The course is meant as an introduction into Chomskian generativism and as a survey of its relevance to the study of the syntax of natural languages. It discusses the fundamentals of this linguistic theory and its importance for understanding the nature of human language. It highlights the following aspects: the generative perspective on the study of language; universal grammar; principles and parameters; language as a cultural construct or as innate endowment; language acquisition, the architecture of the language faculty; levels of representation – deep structure, surface structure, phonetic form, logical form; the lexicon; the theta theory; aspects of the syntax-semantics interface; licensing conditions, the projection principle; x-bar theory; the structure of sentences; types of movements; wh-movement; case theory; binding theory. Many of these aspects are viewed from the perspective of government and binding theory, on the one hand, and of the minimalist program, on the other.
7.2 Specific objectives	• Ability to reflect on the nature of natural language as a human specific property • Ability to describe and analyze aspects relating to knowledge of language and language behavior • Ability to describe the basic components of the generative account and to explain, from this perspective, the syntactic structure of sentences • Ability to use the conceptual apparatus of generative grammar in the analysis of language data • Ability to reflect critically on erroneous conceptions of language

8. Contents

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8.1 Course	Teaching methods	Observations
The generative perspective on language; universal grammar; principles and parameters	enhanced lecture, debate, problem solving; handout, ppt	1 lecture
Language as a cultural construct or innate human endowment; language acquisition vs. Language learning; factors involved in the architecture of language	enhanced lecture, debate, problem solving; handout, ppt	1 lecture
The lexicon, theta-theory, the projection principle; lexical and functional categories	enhanced lecture, debate, problem solving; handout, ppt	1 lecture
Language acquisition, emergence of functional categories and fixing of parameters	enhanced lecture, debate, problem solving; handout, ppt	1 lecture
Transitive, unergative and unaccusative verbs; unaccusativity	enhanced lecture, debate, problem solving; handout, ppt	1 lecture
The standard theory: Deep structure, surface structure, phonetic form and logical form; spell out; simplifications within the minimalist program Structural relations: government, c-command, m-command, specifier-head agreement	enhanced lecture, debate, problem solving; handout, ppt	1 lecture
X-bar theory; the structure of the noun phrase, the adjective phrase, the verb phrase, the prepositional phrase and of sentences	enhanced lecture, debate, problem solving; handout, ppt	1 lecture
The complementizer phrase. The nominal group - the determiner phrase, the quantifier phrase, the number phrase	enhanced lecture, debate, problem solving; handout, ppt	1 lecture
Movement; WH-movement, island constraints, pied-piping – the GB and the minimalist perspective; tough movement	enhanced lecture, debate, problem solving; handout, ppt	1 lecture
Strong and weak features. “Agree”. “Greed” and “Last resort”	enhanced lecture, debate, problem solving; handout, ppt	1 lecture
The structure of the Inflection phrase in English; tense and verb movement; negation; contracted vs. noncontracted forms in English	enhanced lecture, debate, problem solving; handout, ppt	1 lecture
Case theory; structural vs inherent case; case assignment (GB) and case checking (minimalist program)	enhanced lecture, debate, problem solving; handout, ppt	1 lecture
Tranzitive and ditransitive structures in Englsih and Romanian; *v*P VP (verb shells)	enhanced lecture, debate, problem solving; handout, ppt	1 lecture
Binding theory	enhanced lecture, debate, problem solving; handout, ppt	1 lecture

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Readings:

1. Biberauer, Theresa & Ian Roberts. "Subjects, Tense and verb-movement." In Biberauer, Theresa, Anders Holmberg, Ian Roberts, Michelle Sheehan (eds.), *Parametric Variation*. Cambridge: Cambridge University Press, 2010, 263-302.
2. Chomsky, Noam. *Knowledge of Language: Its Nature, Origin, and Use*. New York: Praeger, 1986, pp.1-50.
3. Cornilescu Alexandra. *Complementation in English Grammar*. Editura Universităţii Bucureşti, 2003.
4. Haegeman, Liliane and Jacqueline Guéron. *English Grammar. A Generative Perspective*. Oxford: Blackwell, 1999.
5. Hornstein, Norbert, Jairo Nunes, and Kleanthes K. Grohmann, *Understanding Minimalism*, Cambridge University Press, 2006.
6. Koeneman, Olaf, Hedde Zeijlstra, *Introducing Syntax*, Cambridge University Press, 2017.
7. Pinker, Steven. *The Language Instinct*. Penguin Books, 1994 (Cap. 1-4, pp. 15-125).
8. Pinker, Steven. *Words and Rules. The ingredients of language*. New York: Perennial, 1999.
9. Smith, Neil, *Chomsky. Ideas and Ideals*, Cambridge University Press, 1999, pp.1-48.

8.2 Seminar/laboratory	Teaching methods	Observations
Debate on the nature, origin, knowledge and acquisition of language	Debate, exercise and problem-solving based on applications provided by the instructor	1 seminar
Structural relations; theta-roles, transitive, unergative and unaccusative verbs	Debate, exercise and problem-solving based on applications provided by the instructor	1 seminar
The syntactic structure of sentences. Representations	Debate, exercise and problem-solving based on applications provided by the instructor	1 seminar
Levels of representation; spell-out and logical form in English and Romanian – a compartive view	Debate, exercise and problem-solving based on applications provided by the instructor	1 seminar
The Inflection phrase in English and Romanian – a comparative view	Debate, exercise and problem-solving based on applications provided by the instructor	1 seminar
The complementizer phrase in English and Romanian – a comparative view	Debate, exercise and problem-solving based on applications provided by the instructor	1 seminar
WH-movement in English and Romanian – a comparative view	Debate, exercise and problem-solving based on applications provided by the instructor	1 seminar

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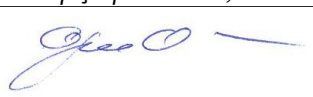
Readings:
1. Biberauer, Theresa & Ian Roberts (2010). "Subjects, Tense and verb-movement." In Biberauer, Theresa, Anders Holmberg, Ian Roberts, Michelle Sheehan (eds.), *Parametric Variation*. Cambridge: Cambridge University Press, 263-302.
2. Chomsky, Noam. *Knowledge of Language: Its Nature, Origin, and Use*. New York: Praeger, 1986, pp.1-50.
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5. Koeneman, Olaf, Hedde Zeijlstra, *Introducing Syntax*, Cambridge University Press, 2017.
6. Hornstein, Norman & al., *Understanding Minimalism* 2. Cambridge University Press, 2005.
7. Pinker, Steven. *The Language Instinct*. Penguin Books, 1994 (Cap. 1-4, pp. 15-125).
8. Pinker, Steven. *Words and Rules. The ingredients of language*. New York: Perennial, 1999.

9. Corroboration / validation of the subject's content in relation to the expectations coming from representatives of the epistemic community, of the professional associations and of the representative employers in the program's field.

- The topics discussed are based on the international bibliography in this field
- The instructor has publications in the fields of linguistics
- Part of the aspects discussed in the course and the seminar have been presented at international or national conferences

10. Assessment (examination)

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weight in the final grade
10.4 Course	Written exam with three subjects	Written exam	70%
10.5 Seminar/laboratory	Application of theoretical knowledge to the analysis of linguistic data	Students will be graded during the semester for solving applications, for their active and constructive involvement in conversations, for answering the questions related to the topic, for the solved homework received in previous seminar(s).	30%
10.6 Minimum performance standard			
• The student understands the main concepts, recognizes them and uses them correctly • Capacity to use the basic, minimal, specialized language of semantics • At least 50 correct answers			

Date of filling	**Signature of the course professor** *Prof. Ştefan Oltean, PhD*	**Signature of the seminar professor** *Prof. Ştefan Oltean, PhD*
8.04.2022		

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Date of approval by the department	Head of department's signature
14.04.2022	

Date of approval by the dean's office	Vice dean's signature	Stamp of the faculty

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