



## Adam Mickiewicz University in Poznań

Doctoral School of Languages and Literatures



### Topics in Generative Syntax

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<b>Sciences/ discipline</b>	Humanities / Linguistics
<b>Type of classes</b>	seminar
<b>Language of instruction</b>	English
<b>The number of hours + form of passing classes</b>	20 hours / credit of a grade
<b>Puproses of classes</b>	<ul style="list-style-type: none"> <li>• Acquiring participants with recent developments in generative syntax</li> <li>• Presenting aspects of current minimalist methodology</li> <li>• Exposing participants to new data and their linguistic analysis</li> <li>• Encouraging participants to discussing different theoretical approaches</li> </ul>
<b>Learning contents</b>	<ul style="list-style-type: none"> <li>• Distribution of reflexive pronouns and referential expressions</li> <li>• Correlation between question formation and distribution of reflexives and referential expressions (reconstruction)</li> <li>• Introduction to a rigorous theory of asymmetric phrase structure</li> <li>• Types of infinitive clauses</li> <li>• Theories of derivation and interpretation of infinitive clauses</li> </ul>
<b>Entry requirements</b>	Keen interest in linguistics (syntax) and its comparative aspects
<b>Learning outcomes</b>	
	<b>Verification methods:</b>
<b>In terms of knowledge: A person who has completed classes knows and understands:</b>	Class discussion, final quiz

<p>the achievements of world science in the discipline in which the education takes place, as well as the paradigms and directions of development of this discipline, in a way that enables their creative and innovative development and their verification within the framework of research projects undertaken [E_W01];</p> <p>at an advanced level research methodology appropriate for the discipline of science in which education takes place, which allows for proper selection of research theories and tools and their effective application and modification within the framework of own research [E_W02]</p> <p>fundamental dilemmas of contemporary civilization and the role of science, especially in the field of education, in solving them. [E_W08]</p>	
<p><b>In terms of skills: A person who has completed classes is able to:</b></p> <p>use knowledge from various disciplines of science to creatively identify, formulate and innovatively solve complex research problems or perform advanced research tasks. In particular, he/she is able to:</p> <ul style="list-style-type: none"> <li>— define the objectives and the subject of scientific research,</li> <li>— formulate research hypotheses,</li> <li>— develop research methods, techniques and tools and apply them creatively and effectively,</li> </ul> <p>draw conclusions on the basis of scientific evidence [E_U01];</p> <p>effectively retrieve information related to scientific activity from various sources, including from sources in foreign languages, and to properly select, critically analyse and interpret this information; furthermore, he/she is able to assess its relevance for scientific development [E_U02];</p> <p>establish and implement scientific cooperation in research teams, including international ones [E_U07];</p> <p>transfer the results of scientific activity to the socio-economic sphere in cooperation with institutions from the social and economic environment [E_U08]</p>	<p>Class discussion, final quiz</p>
<p><b>In terms of social competences: A person who has completed classes is prepared to:</b></p> <p>critical evaluation of the work in the field of the scientific discipline within which the education is provided and its own contribution to the development of this discipline [E_K01];</p> <p>fulfilling social obligations as a researcher; initiating actions in favour of the public interest, <i>inter alia</i>, through appropriate dissemination of scientific achievements in society. Furthermore,</p>	<p>Class discussion</p>

<p>he/she is ready to take actions leading to the development of civil society based on knowledge [E_K03];</p> <p>thinking and acting in an entrepreneurial way, creating new ideas and searching - in cooperation with people from other disciplines - for innovative solutions, as well as taking up challenges and intellectual risk in the scientific and public spheres and taking responsibility for the consequences of their decisions [E_K04];</p> <p>continuous improvement of professional competence and personal development, in particular by tracking and analyzing the latest developments in the represented scientific discipline [E_K05]</p>	
<p><b>Literature</b></p>	<ul style="list-style-type: none"> <li>• Chomsky, N. 1995. <i>The Minimalist Program</i>. Cambridge, MA.: MIT Press.</li> <li>• Bruening, B and E. Al Khalaf. 2019. No argument-adjunct asymmetry in reconstruction for Binding Condition C. <i>Journal of Linguistics</i> 55: 247-276.</li> <li>• Chametzky, R. A. 2000. <i>Phrase Structure: from GB to minimalism</i>. Oxford: Blackwell.</li> <li>• Hornstein, N. 2001. <i>Move! A minimalist theory of construal</i>. Oxford: Blackwell.</li> <li>• Witkoś, J. 2003. <i>Movement and reconstruction: Questions and Principle C effects in English and Polish</i>. Frankfurt/Main: Peter Lang.</li> </ul>