Course Information:

- **Course Number**: 615 : 407 & 420 : 407
- **Meeting Place and Time**: Hickman 130, Wednesdays 3.55 - 6.55
- **Instructor**: Prf. Viviane DEPREZ
- **e-mail contact**: deprez@rci.rutgers.edu
- **Office Location**: CELL Lab 332 George St, New Brunswick, NJ 2nd Floor.
- **Office Hours**: 1-2 pm Wednesdays.

Description of the course:

This course is partly a follow up to the Intro to French syntax course 420 : 333. In this course, we introduce a precise model of linguistic theory and show how its principles and parameters adapt to account for a number of core phenomena in the syntax of French and Francophone dialects and Creoles, including Haitian Creole. The theoretical model is that of Chomsky, entitled the Principle and Parameter model and more recently, the Minimalist Model. The foundational idea that grounds this scientific approach to language is that there are abstract principles of syntax that are common to all human languages and are at the basis of the human faculty of language which is unique to the human species. We will introduce some of these principles and show how they explain certain syntactic properties of standard French. We will also examine some parameters that account for properties that are specific to the French language and distinguishes it from its dialects or and some French based creoles as well as from English.

**Learning Goals**

**French Department Learning Goals**:
Majors attain advanced proficiency in French, demonstrate a solid knowledge of French and Francophone culture and literature, and employ analytical skills within the areas of French linguistics, cultural, or literary studies (reflecting the three options within the major). Students will develop research skills and readiness for post graduate study.

**Linguistics Department Learning Goals**:
Students will reason about language; identify how incorrect or irrational assumptions and prejudices distort understanding of language; demonstrate knowledge about language in the world including a sophisticated understanding of linguistic and cultural variation, and evaluate popular views on the nature of human languages and their speakers. Majors and Minors will also demonstrate technical mastery over the tools of linguistic analysis in syntax, phonology and semantics and apply linguistic theory in these areas. They will investigate linguistic data and analyze it; demonstrate strong problem solving skills; extend their understanding of theoretical linguistics into other domains of linguistic research; apply the techniques of linguistics that they have learned in the core courses to new topics; and access current research in the field.

The basic objectives of this course are to:

- **A**: familiarize students with language diversity and the basic goals and assumptions of generative grammar
- **B**: train students in the rudiments of syntactic analysis and syntactic argumentation and theorizing (i.e. basic syntactic trees, how to build them,
and why, how to assign a precise structure to any French sentences)

(C) familiarize students with the major syntactic structures of French and Francophone Dialects their relevance to linguistic theory

(D) sharpen students ability to recognize patterns in linguistic data and to develop hypothesis to account for these patterns (data observation and analytic skills)

(E) improve their understanding of French Syntax and the French Language

**Prerequisite:**
French 333 or equivalent course in linguistics 615:201 or higher, or permission of instructor

**Requirements:**
- Class participation: 10%
- Exercises, Problem sets: Exercises, problems 30%
- Exam 1: 20%
- Project Presentation: 10%
- Final Paper/Exam: 20%

**Texts:**

**Being present in class is of paramount importance to be able to follow the course. Because of the structure of the course, one day of absence is equivalent to one week of absence and can rapidly lead to difficulty because of the cumulative nature of the technical knowledge to be acquired.**

**Come to class prepared. This means do the readings for the class and prepare questions about them. All readings are on the class website under Ressources > Important Reading Resources.**

**Asking questions is fundamental to anyone’s learning. If you have no questions, you are not learning. As the class is small, all questions are welcomed. Asking some is a requirement as I do want you to learn 😊**

**Notice:**
*Rutgers, the State University of New Jersey abides by the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments (ADAA) of 2008, and Sections 504 and 508 which mandate that reasonable accommodations be provided for qualified students with disabilities and accessibility of online information. If you have a disability and may require some type of instructional and/or examination accommodation, please contact me early in the semester so that I can provide or facilitate in providing accommodations you may need. If you have not already done so, you will need to register with the Office of Disability Services, the designated office on campus to provide services and administer exams with accommodations for students with disabilities. The Office of Disability Services is located in the Kreeger Learning Center, 151 College Ave, Suite 123, phone number 732-932-2848. I look forward to talking with you soon to learn how I may be helpful in enhancing your academic success in this course.*
COURSE TENTATIVE SCHEDULE AND PLAN

Background Reading: BEFORE THE CLASS BEGINS
Ppt
Rowlet Ch 1.
Jones Ch 1: section 1.1

• Week 1 : 1/20: Review 1: Language as a Unique Human Capacity, UG and
The basic structure of French sentences
The noun phrase
The verb phrase
The adjectival et adverbial phrase
Constituants tests and speaker intuitions
The basic sentence
Phrase structures and basic X’theory

Readings:
Jones Ch 1: sections 1.1.1 to 1.3.1 p 26 and 1.4.1 to 1.4.3
Fundamentals Ch 1 & 3
Rowlet CH 2
Ppt: Sem1
Exercises: Diagraming sentences with X’

• Week 2 : 1/27 Review 2 : Complex sentences
Clauses, main and embedded, tensed and infinitival
CP, PRO.

Readings
Jones Ch 1: sections 1.3.1 to 1.4.3.
Fundamentals Ch 2
Rowlet Ch2

Ppt: Sem 2
Exercises: Diagraming complex sentences and infinitives

• Week 3: 2/3 Review 3: Basic Transformations:
Questions, yes-no and inversion, wh movement.

Jones. Ch 1. Sections 1.5.1 to 1.5.5
Fundamentals Ch 4

Ppt: Sem 3: Transformations
Problem set 1: The basic structure of French sentences

- Week 4: 2/10  The lexicon and Case
  What information is in a lexical head?
  Thematic role, subcategorisations
  Verbs and their complements
  Thematic Theory and Argument distribution
  The Projection Principle, and the Theta-Criterion

Readings:
Jones Ch 1 section 1.2.4 & 1.2.5 1.5.6
Rowlet Ch 2 section 2.2

- Week 5: 2/17  NP movement
  Impersonal sentences and expletive constructions
  Passive and Unaccusatives

Readings:
Jones Ch 3: passive sections 3.1 to 3.2.11 p 99-110
Sections 3.4: impersonal constructions

- Week 6: 2/24  Tense Aspect and Mood
  Verb movement
  Negation and Negative sentences
  Auxiliaries and the passe compose
  Comparison of the French tense system with the French based Creole system
  Long vs short forms

Readings:
Rowlet Ch 4
Jones Ch 4

Problem set 2:
Adverbs and the distribution of verbs and auxiliaries in French and the TMA system in Haitian Creole.

EXAM 1: DUE 3/2

- Week 7: 3/2  Nominal constituents: the structure of DP in French
  Count, Mass
  Bare Nouns
  Definite Phrases
  Adjectival modification
  Quantifier Phrases
  The distribution of partitive de

Readings
Jones Ch 5
Rowlet Ch 3

- Week 8: 3/9  Nominal Constituents: the structure of DP in French Based creoles
  Definite, indefinites, the expression of plurality.
  The structure of possessive noun-phrases
Reading: Deprez 2007 JPCL article

- Week 9: 3/16  SPRING BREAK

- Week 10: 3/23  Pronouns
  Subject clitics vs object clitic
  Subject doubling in popular French
  Clitic Placement

Readings
Jones Ch 6  Y and Adverbial clitic
•  En as Pro DP

Problem set 3: The nominal constituents in French and French Based Creoles

- Week 11&12: 3/30 & 4/6 Questions and inversion, Relative Clauses and long distance dependencies
  Simple and complex inversion
  Relative clauses

Readings:
Jones Ch 10
Rowlet Ch 5

- Problem set 4: Comparing Questions and relative clauses in Standard French and Quebec French

- Week 13 & 14: 4/13&20  The syntax of Negative constructions in French, Quebecois and French based Creoles

Readings:
De Graff 1993
Deprez & Martineau (2008)

- Week 15: 4/27  Student Conference: Project Presentation

PAPERS &/Or EXAM II DUE: 5/1

GUIDELINES FOR THE RESEARCH PAPER TOPIC

Students must develop a research topic that they will have to present to the class either in the form in the former of a power point presentation and on which they are expected to write a 10-15 page research paper.

The topic must concern the syntax of a French/Francophone phenomenon that we do not cover in class.
Topics can include:

1) Particular syntactic constructions not present in Standard French

**Examples:**

Relative clauses or questions in Quebec French

The distribution of articles in the French of African Speakers or in a French Based Creole: Ex when is a definite article used, when a demonstrative? How does this distribution compare to that of French or English?

Double object constructions in French based Creoles

The syntax of causative constructions in French or in Creole

The syntax of reflexive (self) construction in a French based Creole

Quantification in a French based Creole: what quantifiers are there, how are they used?

The syntax of plural in a French Based Creole:

Students will be expected to present the phenomenon, its distribution, the population that is using it and a possible syntactic analysis of the phenomenon, provided in the literature or that he or she proposes, using the syntactic principles learned in class, and a comparison with standard French.

The analysis of the phenomenon in a corpus, written or oral could also provide a good project.

The translated version of the little prince in French or in a French Based creole can be used as a corpus.

2) The acquisition of how some French construction develops in child learners of French or in L2 learners of French

**Examples:**

The acquisition of verb movement by L2 learners

The acquisition of the French determiner system

The acquisition of Gender by French L2 learners

The acquisition of French clitics by children or L2 learners

Students will be expected to present the French structure and its syntax and explain the difficulties encountered by the learners and how the learners’ grammar is representing these structures, i.e what the ‘errors’ that the learner produces (or misunderstands) reflect on the grammar that underlies their linguistic competence.

**Calendar of topic development:**

**Week 3**

**Topic identification:**
Students must have identified a topic, and found 3-5 bibliographic references. The topic must be discussed with the instructor. Make sure to come to office hours or make an appointment
Week 6
Topic summary and annotated bibliography
Students produce a 1 page summary of the topic, and an annotated the bibliography of 5
Central relevant references. If doing a corpus study, they provide an organized/structured list of
the relevant examples and a first classification

Week 9
Students provide a syntactic analysis of the construction pertinent to their topic
Analysis of crucial examples of the construction: 1 page description and relevant trees

Week 12
Students provide a draft of the presentation slides or poster.

Week 13 Turn in a 1(5) page paper on their topic with bibliography

Current Academic Integrity Policy:
http://academicintegrity.rutgers.edu/academic-integrity-policy/

Violations include: cheating, fabrication, plagiarism, denying others access to information or material,
and facilitating violations of academic integrity.

Optional: Instructors may include a Honor Pledge:
"On my honor, I pledge that I have neither given nor received any unauthorized aid on this
(exam, test, paper)."

Or use the Sakai honor pledge check box:

☐ Honor Pledge: I have neither given nor received aid on this assignment.
(You must respond to submit your assignment)

Cheating and Plagiarism
Short version: Don’t cheat. Don’t plagiarize.

Longer version: Cheating on tests or plagiarizing materials in your papers deprives you of the
educational benefits of preparing these materials appropriately. It is personally dishonest to cheat on
a test or to hand in a paper based on unacknowledged words or ideas that someone else originated.
It is also unfair, since it gives you an undeserved advantage over your fellow students who are graded
on the basis of their own work. In this class we will take cheating very seriously. All suspected cases
of cheating and plagiarism will be automatically referred to the Office of Judicial Affairs, and we will
recommend penalties appropriate to the gravity of the infraction. The university’s policy on Academic
Integrity is available at http://academicintegrity.rutgers.edu/academic-integrity-policy ¹ I strongly
advise you to familiarize yourself with this document, both for this class and for your other classes and
future work. To help protect you, and future students, from plagiarism, we require all papers to be
submitted through Turnitin.com.

¹ This web link was corrected on Sept. 13, 2015. S. Lawrence
Since what counts as plagiarism is not always clear, I quote the definition given in Rutgers’ policy:

Plagiarism: Plagiarism is the use of another person’s words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:
• Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.
• Paraphrasing without proper attribution, i.e., presenting in one’s own words another person’s written words or ideas as if they were one’s own.
• Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
• Incorporating into one’s work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution.2

A SPECIAL NOTE: Students often assume that because information is available on the Web it is public information, does not need to be formally referenced, and can be used without attribution. This is a mistake. All information and ideas that you derive from other sources, whether written, spoken, or electronic, must be attributed to their original source. Such sources include not just written or electronic materials, but people with whom you may discuss your ideas, such as your roommate, friends, or family members. They deserve credit for their contributions too!

Judgments about plagiarism can be subtle. If you have any questions, please feel free to ask for guidance from your Instructor.

Student-Wellness Services:

Just In Case Web App
http://codu.co/cee05e
Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

Counseling, ADAP & Psychiatric Services (CAPS)
(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ www.rhscaps.rutgers.edu/
CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students’ efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA)

2 http://academicintegrity.rutgers.edu/academic-integrity-policy/ Updated with the University’s current language on July 13, 2012 and web link was corrected on Sept. 13, 2015. S. Lawrence.
The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.