i. Title of the course	
The Syntax of the DP	

ii. Level of the course	
BA for Linguistics students, MA for language students	

iii. Workload	
6 ECTS	

iv. Institution	
University of Geneva	

v. Course instructor(s)	
Margherita Pallottino, Genoveva Puskas	

vi. Brief course description

The course explores the complex morpho-syntactic properties of nominal expressions (DPs). The course consists of five parts.

The first part presents the syntactic properties of nominal structures. The students are presented with a set of examples which illustrate some properties of DPs. The students are asked to provide comparable data in other languages, in order to open a discussion on variation at the level of the DP.

The second part focuses on the theoretical accounts of variation in the domain of the DP. The students read a golden standard paper (Cinque 2005), and the key theoretical points are discussed in class.

The third part focuses on general research design. The students are divided into small groups (max three students) and propose a research topic. The research question is refined in class. Students also investigate various survey designs.

The fourth part is devoted to data collection tools. The students work on their survey design and on the various elicitation methods.

Part five is the data collection itself from human subjects. All students present a short report of their findings in the form of an oral report.

The final assessment consists of either a written project report or an exam focusing on their research and findings.

vii. Research related subjects

The distribution of adjectives and classifiers in the DP

viii. Tools and data the students work with Data: judgement data and data elicited data from human subjects Tools: Google FormsSurvey
ix. Topics

A: Research design

A1: General research design

[Teaching materials]
UPSKILLS Moodle course First steps into scientific research
https://upskillsproject.eu/project/scientific_research/
Movetia/ReLDI courses:
https://phil.openedx.uzh.ch/courses/course-v1:PHIL+Movetia101+2046/info (in English)
https://phil.openedx.uzh.ch/courses/course-v1:PHIL+ReLDI101+2018/info (in BCMS)

A2: Adapting the general research design to the specific topic of interest

A2.1: Formulation of questions and hypotheses in terms of variables

A2.2: Formulation of predictions of H0 and H1

A2.3: Selection of appropriate research techniques, selection and creation of corresponding data sources

- Experimental paradigms (e.g., elicitation, judgements, forced-choice, self-paced reading)

A2.4: Inferring theoretical consequences from the specific data analysis results

A3: Adapting the research design to the available research infrastructures

A3.1 Selection of optimal research techniques, selection and creation of corresponding data sources (see also A2.3)

- data compilation, data analysis, data archiving (e.g., XML, XLS), data reuse

A4: Research reporting

A4.1 Presentation modes for research reporting (short oral presentation, poster, squib, report, article etc.)

A4.2 Established procedures and conventions in research reporting, such as:

- the ordering of thematic units in an article/squib/report,
- organization of the presentation,
- amount of text and graphical items on a slide/handout,
- terminology,
- citing conventions

B: Infrastructures & techniques

B1: For obtaining literature

[GENERAL-PURPOSE REPOSITORY] ResearchGate, Googlescholar, Academia.edu,

[DISCIPLINARY REPOSITORY] lingbuzz, ROA

B2: For obtaining, sharing and managing data

B2.31: Identifying, collecting, creating and/or using relevant data for research projects

- Familiarity with online survey tools

B2.24: **Data management plan**

- Understanding how to generate data, analyse and handle it
- Understanding the **legal and ethical issues** around data generation and use (e.g. licensing, GDPR compliance, anonymisation, the importance of FAIR principles and Open Access)

C: Subject-specific topics

C1: Familiarity with the nominal system and its internal complexity (the DP structure)

C2: Cross-linguistic variation within the nominal system

x. Learning outcomes

A: Research design
A1: Students will be able to make an overview of the general research design.
[Teaching materials] UPSKILLS Moodle course First steps into scientific research https://upskillsproject.eu/project/scientific_research/ Movetia/ReLDI courses: https://phil.openedx.uzh.ch/courses/course-v1:PHIL+Movetia101+2046/info (in English) https://phil.openedx.uzh.ch/courses/course-v1:PHIL+ReLDI101+2018/info (in BCMS)
A2: Students will be able to create a suitable research design for the specific topic of interest.
A2.1: Students will be able to formulate questions and hypotheses in terms of variables.
A2.2: Students will be able to formulate H0 and H1.
A2.3: Students will be able to select optimal research techniques, and create corresponding data sources   ● Experimental paradigms (e.g., elicitation, judgements, forced-choice).
A2.4: Students will be able to infer theoretical consequences from the specific data analysis results.
A3: Students will be able to adapt a research design to the available research infrastructures.
A3.1 Students will be able to select of optimal research techniques, select and create corresponding data sources (see also A2.3)   ● data compilation, data analysis, data archiving (e.g., XML, XLS), data reuse.
A4: Students will be able to report on their performed research in accordance with standards and conventions in the field.
A4.1 Students will be able to select and implement different presentation modes for research reporting (short oral presentation, poster, squib, report, article etc.).

A4.2 Students will be able to implement established procedures and conventions in research reporting, such as:

- the ordering of thematic units in an article/squib/report,
- organization of the presentation,
- amount of text and graphical items on a slide/handout,
- terminology,
- citing conventions.

B: Infrastructures & techniques

B1: Students will be able to identify and apply suitable infrastructures & techniques for obtaining literature.

[GENERAL-PURPOSE REPOSITORY] ResearchGate, Googlescholar, Academia.edu,

[DISCIPLINARY REPOSITORY] lingbuzz, Rutgers Optimality Archive.

B2: Students will be able to identify and apply suitable infrastructures & techniques for obtaining, sharing and managing data.

B2.3: Students will be able to identify, collect, create and/or use relevant data for their research projects

- Cite linguistic data sets as appropriate.
- Use online survey tools.

B2.4: Students will be able to create a **data management plan**

- Understand how to generate data, analyse and handle it
- Understand the **legal and ethical issues** around data generation and use (e.g. licensing, GDPR compliance, anonymisation, the importance of FAIR principles and Open Access).

C: Subject-specific topics

C1: Students will be able to provide a overview ofFamiliarity with the nominal system and its internal complexity (the DP structure)

C2: Students will be able to discuss cross-linguistic Variation within the nominal system

Rubric	Weighing
○ oral presentation	20%
○ final written report	80%

xi. Evaluation

xii. Further information on the course that the instructor considers relevant (assessment, background, reading materials, detailed weekly plan, career paths etc.)

- The piloted course consisted of 12in 12 weeks (2 hours/week) of teaching, of which 5 weeks were devoted to theoretical questions. Student evaluations revealed that the proposed ratio theoretical introduction/research was not optimal and that at least 2/3 of the time need to be allotted to the research design and its implementation.The theoretical goal should be adapted to the available time keeping in mind this principle.
- The part of the theory that cannot be taught is compensated by the gain that the students have in terms of research skills, in anticipation of the research paper they have to produce for their MA thesis, and of the confidence that they are able to launch into research-based projects in their potential future career.
- It is advisable to give the students an attestation of the acquired competences which can be produced in the process of a job interview.

xiii. Reading Materials

Cinque, G. (2005). Deriving Greenberg's Universal 20 and its exceptions. *Linguistic inquiry*, *36*(3), 315-332.