

Eng 302
Thursday, September 25, 2008
Captionist: K. Wong

Good morning

Did I give you a date for the exam? I think we have a day in Oct where we are lecturing ... the 2nd and the 7th and the 9th are scheduled for the exam. It is going to be on word and phonology. You will find chapter 13 is the phonology. You don't need to know all of it but you do need the charts, and construct minimal pairs and understand assimilation. And for word.... the first 2 chapter are intros ... but chapter 3 is important. And the lecture material is first. And let the readings supplement the lectures. So pay attention to your notes. There will be nothing on the exam that we did not talk about

So the exam is 7th and 9th and that is fast approaching.

We have a clean board.

We talked about morphemes... what are the two types? Bound and free.

All of this is under WORD. So we have so far.... the grammar of word. We have lexical ... vs. functional. We have talked about that. [Drawing on Board]
And there is the Skinner and Chomsky debate. Now we are going to break down the words. So at the morphological level the morphological processing level ... we have two types also.

We have derivational morphology think of the stem ... to derive ... one word turns into another. We have not talked about that yet. How does it correspond to Skinner.... there is a derivational morphology and we will discuss that today. On the other side is the inflectional morphology. So there are two types of word... lexical and functionalwe also have two types of morphological processes.

When you do the derivational ... the temporal lobe lights up and the inflectional the frontal lobe lights up. So we are mapping the brain ... and it is nice to see theory and the physiology becoming real.

Like we see lexical/functional in the brain ... vocabulary is in the temporal but when you say the word "the".... or the auxiliary verb... of do, be, have.... certain do can be deleted there is physiologicals attached to that

We are going to talk about that.

What is derivational morphology? It is taking a word category and changing it to another ... a verb into a noun. E.g. consider the verb "teach." You can figure out if it is a verb if you can make it past tense.

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Tuesday, September 30, 2008

Captionist: K. Wong

Hello.

K is typing everything I say it is instructive. Often ... it becomes automatic ...so it is nice to review.

No exam this week.... it isn't. We are going to have it next week. So that we are on the same page ... it will be the 7th and 9th. We have a little more to do so not this week but next week.

Alright ... I want to spell out some grammar things aspect ... and case.

Many students don't realize what aspect is. So let's talk about it and case. Two things. Last time we talked about inflectional morphology plural and irregulars and vowel changes. Give me an example of plural with vowel change.

Student: Tooth and teeth.

Professor: That is a marker.... grammatical distinction. Same thing with verbs present and past ... speak and spoke. We compared English and Spanish and correlations and how languages are highly inflected suffixes that mark a person that correspond to a person... like first, second person and if you can delete a person ... pro drop ... English is a minus pro drop. There is no way to recover the morphosyntax like in Italian. Those are parameters ... and Chomsky says languages are parameter settings.... sometimes they conflate on one another ... but a language is how you set the parameters.

So the difference between languages ... the words are different but the rules are the same. So the differences in language is parameter settings.

So for aspect on our review we will spell out parameters but for aspect ... the rule is you are dealing with the auxiliary verb ... "be." One grammar is progressive ...so you have "be" plus "verb" plus "ing." So if I ask for basic rules ...for aspect this is one of the rules. It is the progressive. It is aspect because it does not affect tense. Tense gives us present or past but aspect is a mode ... a view of the grammar.

Aspect is how we see it unfold. So the progressive aspect gives us the idea that something is happening in motion ... or continuing in time. It is a progressive aspect. For example ... she is cooking tacos. That is a nice sentence with progressive aspect. It is not tense I can make it present or past but still has aspect. So for this example we have present progressive. This gives us the tense ... [example on board] ... the first verb gets the times/tense. Look at the first verb and that gives you the time. The aspect is here [example on board] ...and if you want to know the name of the aspect grammar ... it is aspect progressive [example on board] "be" plus "verb" ... plus "ing." It gives perspective motion.

[example on board] ... there is one last thing ... the "ing".... has its own name that

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Thursday, October 02, 2008

Captionist: K. Wong

Hello everyone.

I want to see how we are progressing as we work our way up to exam week.

You can say there is a new study that shows that the most primitive word order ... in gesturing ... is ASL ... and the word order is SOV.... so maybe ... I knob turn like I turn the knob... when gesturing it is SVO ... also in German and Japanese but English is SVO.... but if there was some inquiry about the primitive natural word order is SOV.... and many people that speak other languages when they try to describe in gesture they do SOV... like in ASL.

And in many languages you drop subject ... it may not be necessary to gesture so you just have OV. We know children do pointing and things they point to become the words... first they point at nouns ... infants work with things they put in their mouth... that is how they feel the object ... so there is a theory that in the evolution of language gesture was a way station interface for language. We created a proto language going back millions of years back.

You know homoerectus, homosapien ... so a proto language was gesture ... then added grunts ... and then sounds were associated with a gesture ... and then stopped the gesture and just had the sound. If you are interested in this ... linguists in Chicago Susan Gold-mando for 20 years has done research with gesture and deaf and ASL.

It looks like we are ready for our exam on the 7th. So all we have is today. This is our last meeting time before our exam. So I am going to give you 15 minute discussion on compounding ... and then we will review after that.

We will talk about where you should be looking for preparing for the exam. On Tuesday we will focus on phonology for that exam and on Thursday will be the word focus ... derivational morphology. We will talk about it.

So now we are going to talk about compounding.

Peter Gordon the linguist ... we talked about him and slips of the tongue. He worked with children and was looking for the subconscious knowledge of derivational morphology. Like if you have stem and if you build something on it.

If you do it is derivational and if something follows that will be inflectional. He wanted to know if children recognize that.

It suggests that these two work in tandem. It is a close process. It makes sense in derivational and Skinner and inflection as Chomsky.

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Tuesday, October 14, 2008

Captionist: K. Wong

This is what I figured ... students would be caught in transit ... campus is open... it is tentative ... I called this morning to see if campus was open ... and they said school would be open ... so under this condition ... I want to say something and we will talk about it again. I have your exams and we will talk about them and then introduce some of the lecture.

What was the situation?

Student: I live in Van Nuys and it was not hard for me to get here but people from Simi....

Professor: I know the 118 was closed and there is another fire I don't know ...

Student: The Merck fire is not getting the winds.

Professor: The winds are still blowing ... the main concern is the air quality.

Student: Were you here yesterday?

Professor: No

Student: I was here till noon.

Professor: How did they dismiss you yesterday?

Student: They called my house to tell me.

Student: Do we have a loudspeaker system here?

Professor: I heard they do have one there can be communication that way but on the phone ... your cell phone they call you ... and the faculty is supposed to know they are worried more about shootings ... but if there was a closure I think we would know about it. I think now we are ok.

So let me lecture for 20 minutes ... and when we come back ... well the next section is about breaking up things. We have broken the sounds up ... and distinctive features ... so that is breaking of sounds. And once we do that we have rules. So we have done this at the sound level. We have looked at basic grammar but now I want to break up words and the inner structures. Let's take the word "the" and spell it out. We have voicing and the schwa but what spills out with the word properties. Why can we say, "I would like to visit the Pacific Ocean".... we are required to say "the" The sub particles are required. But if I said, "I want to visit Lake Michigan" we don't say "the." So what is going on. It is not due to phonology. There is no sound phonology. So we have to say there is something at a sub feature level. So when we say "the book." It is minus plural. So book is singular. So "the" can be minus plural. But I can also say "the books"... it is plus plural. So it has both plus minus number features. So that is a way to capture feature distinctions.

But if you say "a" ... " Book".... is minus plural ... but I can't say, "a books." So think about it this way ... the difference between "the" and "a".... one way to think of it is ... they are both determiners and they introduce a noun. But there is a distinction. It can be plural or singular ... for "the."

So you can say this is plus plural feature ... but "A" is a minus plural and it is a feature crash. So if you hear a child say, "a cars" ... they might be an ESL student ... or have grammatical problem but you would see it is not correct. So we want to break up "the." It has a

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Thursday, October 16, 2008

Captionist: K. Wong

Good morning.

Anyway ... I was up late last night ... watching the debate. We are having a guest speaker here at the university. He is unique.... in linguistics.... he has made tests to detect language impairments so if you get a chance at 4:30 today at the Whitsett Room ... in ST 4th floor ... it is on the roof of Sierra Hall it is the Dean's office in the Whitsett office. If you go and you all can come ... and you provide me with a one page summary of the talk I will give extra credit. It is worth a half grade. It would be nice if we can get a lot of people to come. We will talk about child language grammar also and so is the guest speaker.

I have exams to pass back at the end of class.

So today ... where is class today? Something happening? Are the fires still affecting people? It looks nice outside. So I want to show you determiner phrases. We looked at trees and talked about grammatical features. I put down number of students.... "a" vs. "the." Embedded in the articles/determiners will be a set of features and the grammatical features impact the SV agreements and other agreements and if you can use determiners with certain nouns. "The" will work for singular and plural and "a" for only singular so we have agreement features.

So let's go ahead and talk about DP.

I said the word "news" there are semantic features ... so what is the number feature? Part of it is category but this word is singular. We have 's' but it is still singular. Think about this diagraming ... this is a stem and this is an affix. [example on board]. They look the same but this "news" is inside the box. This is minus plural.

When we talk about this ... we talk about features. On this level here [example on board] it is the semantics. This is the morphosyntactic ... it is the stringing of things together.

Semantic is the stem... word chunk. It is inside the box. So what does it mean? And embedded in the meaning we get a distinction.

Children looks like this [example on board]. You don't want to do this [example on board] this is ungrammatical.

This is not a proper affix. It is an exception. So we do this [example on board] this word has the semantic feature of child plus plural. It is embedded inside all the grammar is in the word itself.

So for Skinner you memorize and Chomsky is rule based. And at a subatomic level.... if there is semantic features it is memory based. Often we talk about Chomsky and rules and semantics we talk about meanings.

So on a pedagogical base it is not just theoretic so let's break up the DP.

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Tuesday, October 21, 2008

Captionist: K. Wong

Good morning What is going on? What is the news? Where is everyone?

We are on with the determiner phrases. So far we are moving looking with constituencies. We will move to verb phrases on Thursday. But we have done the DP's. So let's continue with tree diagrams.... and this is what will be on the next exam.

So let's do one more DP. Why don't we do this?

[example on board]

Tom enjoyed reading my books. That is a DP. This is also. But let's look at the last part and see if you can diagram it and interject the grammatical features. Go ahead. Start like this [example on board]. Later you will notice that ... we will talk ... but try and do the DP for now.

Let's fill in the words. [example on board]

So those are the words... stems. The reason I put it in brackets is because the inflections. So we have to remember that. We have the two words ... and let's do the features.

This is plus definite. [example on board] we don't have to talk really about that ... but ... that is plus definite. It is an object so what is the pronoun sub test? They? Them?

Figure out the case. Is it plus nominative or minus accusative? So sub my books ... with I, me, we.... etc. Those are the cases so what is the sub?

Student: Them.

Professor: What is them? +/- nominative? It is minus... it is an accusative case. So don't forget people say it is subject case ... nominative ... and we say plus nom.... and there is something called object case/objective case that is grammatical term. The label is accusative. Like you make an accusation against him/her... that is an object so accusation ... don't accuse me. So think like that ... Accusative is the object. And nominative is the subject. But the feature theory we use the +/- nominative and we know this is accusative.

So you would not say Tom would enjoy they.... them ... = books. So my books were expensive. What is the pronoun sub for that?

Student: They.

Professor: They are expensive. So we are dealing with + nominative. Also we have "my" so that is plus genitive. That is possessive. So the possessives are called genitive ... so that is a + genitive feature

Genitives can go both with + or - It is working with an object here but it can go with objects. So genitive feature stays depends if it is or not.

What person is it? Think about the whole. It is third person plural. It is not first person. You might think it is because of "my" ... but the with the whole phrase it is third. It is plus plural ... you get the s that kind of bracket is a morpheme. So this shows a

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Thursday, October 23, 2008

Captionist: K. Wong

Hello. Good morning.

There are fires everywhere. Did anyone get stuck?

Student: On the freeway

Professor: By the Getty the winds ... a mess. I hope you all make it around today.

It is funny because this is where the guest speaker was last week and we were talking about the other fire. I am going to email him about being trapped

Student: Was his test designed for speech pathology?

Professor: Yes they were trying to screen people for language processing glitches. Did I share with you what I did with my 5 year old? I emailed the guest speaker this morning he was trying to do quick experiments with children to find out there processing. So he wrote a book on this. His theory is profound. We should be able to screen based on the test if there is autism or language impairment. He wants to see how language is impaired. So he made up tests like ... you take a child 1 year old and tell them to put their finger on their nose they will put your finger here and they put it on their nose ... but autistic kids will put it on my nose if I say put your finger here they don't have it is more austensive ... they can't work out the reference.

He also came up with compounding ... houseboat and boat house if children understand compounding the boat that looks like a boat or a house that is a boat.

Let me share this ... after Tom left I did an experiment with my daughter we know that not till age 9 all processing is mastered. So what appears flawless ... is not because there are glitches. So I was in the store with my daughter on Saturday. So I did this game with her [example on board].

A) going

B) goes

C) go

3 choices. And I asked her which is goes? She said ... C.

I did another test that showed ...

A) big

B) biggest

C) bigger

And I asked her which is biggest? She said C.

You might think she just said the last thing ... but then I asked her

A) going

B) gone

C) goes

Eng 302

Tuesday, October 28, 2008

Captionist: K. Wong

All these are questions ... I will not ask you to tree diagram movement analogy. I want you to understand basic order but not movement in trees.

I suppose "for".... is the "do".... the dummy do insert. Remember there is no meaning to "do." But there is a nice aspect ... the emphatic. So there is an emphatic do. It is do plus verb.... for emphasis. For example it would be John does speak French.

So let's do the auxillary verbs ... questions? You have written about them on the first test but let's tree diagram. Can you invert and make it a question? Yes Does John speak French? And you can also negate it ... John does not speak French. So the auxillary forms questions and negations. You can put modals also in these spots ... Mary should be cooking tacos ... or might be or will be or question will she be ... or the negation is she will not if you want to know the order it is ...

Modal firstthen auxillary and then verb. It is always in that order. For example Mary will be cooking see the modal and axillary and then verb modal precede auxillaries. So remember that modals and auxillary form the same category but the difference is modals don't take a tense. You can do tense with auxillaries. If the modal is used it is in the first position. We can do one with a modal ... but before the complete tree let's do this.

Let's do a VP breaking into a MVP that structure [on board] Mary is cooking tacos. We know this is a DP ... that gives us a taco and zero determiner. We have the verb "cook"... Skinner provides this there is an auxillary ... and it is "is." If you wanted to do an additional step it would show me you understand this ... but the verb here really is "be." Be + verb+ ing. That is the rule.

It is saying do is the verb for does. Be is irregular ... it changes the look ... we have gone from be to is but it is the same verb. So if you wanted you can put a 'be' on top ... to remind ourself that it is an auxillary be structure. The subject is Mary. And it is 3rd person minus plural.

So now we know we have a 'be' here ... but now we have to figure out how it is going to be spelled out ... but for now ... the safe side is the infinitive. But now we are going to look at the SV agreement. We know it is singular 3rd person minus plural this is the subject, verb agr now we have to think is it present or past ... this is minus past ... so now we have the features lined up So 'be' is 3rd person singular present tense spells out as "is." It is the same verb but 3rd person singular is "is."

But if Mary became I everything is the same except "is" becomes 'am'. It is the same verb different conjugation. Sometimes students struggle with this it is hard to get your mind over the problem but they are the same verb. If it were past we would say "was."

Eng 302

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Eng 302

Thursday, October 30, 2008

Captionist: K. Wong

Good morning everyone. Let's give people a few minutes. I just came up with a sentence I want to diagram. Before I lose it let me put it down.

[on board]

The younger students are eating is lunches in this classroom

The sentence is stretched out ... we have an adjective phrase ... and the whole thing is a DP. We have to pay attention to this ... and we have another DP. And then we have a PP with a DP inside. So if we put it together in a bracket.... we have an Ap.... and a DP object and a PP.

[Reading sentence]

I want to do with this I want you to look at chapter 4 we will look at sentence types. I might say something about that ... later ... but let's diagram this ... I want you to feel comfortable tree diagraming.

Typically we start with an 's'. S = sentence ... and split it into two parts ... subject and predicate. So you are talking about the students ... that is the subject and the rest is the predicate.

[Drawing on Board]

So we have the DP here ... and here is the determiner and an AP inside of this. And we know in English the head of the phrase goes first. The determiner labels the phrase ... so you have the head/compliment.

So the subject is done.

We will fill in the words later. Now we have a VP that gives you a main verb phrase let's do the tree... top down first

Pay attention ... next is the DP but at the same time we have to have a compliment. We have to have a node here that makes a branch this way and that way ... [Drawing on Board] the branch here is the DP. [Drawing on Board] with the determiner and noun. So we extended DP twice.

"Their lunches" is a constituency So "their lunches is a logic correlation but the compliment gives a PP. It looks like this [Drawing on Board]

It is odd to see double DP's. It creates addition space on the tree. There are not that there are 2 DP's but it gives us a compliment because Chomsky says we have to have a binary branch So that is the tree structure.

Eng 302

Tuesday, November 04, 2008

Captionist: K. Wong

Good morning ... how are you? Are you getting ready to vote? Did you see me on television? I was standing in line to vote ... early voting. It was a huge turnout in. I never have seen anything like it. There are so many stories from the people that were in line. People came from all over.

Student: This is going to be the biggest turnout

Professor: It is supposed to be 80%. Go out and vote. Say you participated in this historical event.

Ok ... we are on track for our exam. We have a little time still but we have penciled in the 18th and 20th of Nov. Mostly tree diagrams. I will give you on the 13th a review.... there is no school on Nov. 11 Veteran's Day. So on Thursday we will review.

I want to talk about sentence types first. You will find them in chapter 4 page 65ff. First you will find the sentences with the tree diagrams. I want to look at the types ... intransitive sentences ... the nature of the verb.

Consider ... this there is an argument structure. Certain verbs require certain things ... consider ... "sleep." What is the argument? When we say argument we mean there can only be one argument ... like for sleep.

John sleeps John would be the argument/subject. So it requires one argument ... someone has to be sleeping but what is funny it does not want a second argument. I can't say ... John sleeps Mary ... that does not go right. You can't say that. That would be two arguments so that is not right. So it requires one argument but not two. English is SVO but certain verbs don't want an object because it goes against the argument structure.

So we are talking about the argument structure if we can't say it in English we can't say it in ASL, French or any other language. These argument structures transcend all languages ... they are universal. Like in Arabic you don't say smoke a cigarette you drink you can play with semantics like for tomato soup do you drink it or eat it ... you would eat with a spoon but in a cup you would be drinking the soup.... or would you. So the semantics can change but the universal argument structure are universal.

So for sleep it can't take an object ... you can't sleep Mary ... so the action of the verb goes back to the subject.

What about "to bed" can you say the general bedded the soldiers.... that is a possibility but John bedded down for the night you can say ... so bed and sleep are different. So there are differences in the verb.

So for "sleep" there is one subject. But what about "kiss"

Eng 302

Thursday, November 06, 2008

Captionist: K. Wong

Good morning. How is everyone? No response that is good

Student: It is early

Professor: No, that is ok if this were a freshman class the response would be different.

We are winding down for the exam ... we are doing tree diagrams and sentence types for the exam. We are not meeting on Tuesday because of Veteran's Day. The following Thursday we will review. We can talk about the material ... and the two part test the first part is ... tree diagramming. And the second will be the sentence types.

I want to intro one more topic for the exam. So I would like to talk about chapter 4.... sentences you will find the types in chapter 4.

Go up to through 4.5 - 4.6 so you don't have to worry about child language yet.

In chapter 5 ... the phrase ... look at that. I want to look at infinitives. I want to share that today. We know about building the phrase ... you will find that in chapter 5 and chapter 4 is holistically ... and as you move through the chapter is breaks down. Chapter 6 gives you auxillary phrases so those are the chapters that redefine the sentences.

So what I want to do is look at infinitive verb types. You find that is chapter 4 on page 110 ... section ... page 105. - 118.

So infinitives I think a good way to start the discussion is to start with inflectional morphology. The little 'ing' is robust in English.

The derivational aspect ... you have interesting 'ings'.

You have [example on board] ... the shopping cart... it is a DP. This is an adjective ... so you have 'ing' bound morpheme. You take shop and turn it into an adjective. So that is derivational. So the 'ing' is derivational morpheme.

Another example ... [example on board] look at that one ... the shopping was fun. Now the 'ing'. What is it doing? Shopping is what?

Student: Noun

Professor: So we are taking what was a verb and turning it into a noun derivational. So the 'ing' is busy.

So those are examples of derivational. We know shop is a verb so shopping is inflectional look at this ... Mary is shopping. That 'ing' ... what are we doing to it? Is it a verb?

Student: Yes

Professor: So remember derivational is to derive ... it transform one part into another.

What is happening here ... shop or shopping has not changed ... it does not change the meaning or part of speech ... this 'ing' is ... be+verb+ing is progressive ... so it is a

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Thursday, November 13, 2008

Captionist: K. Wong

We are going to have a practice earthquake in a couple of hours.... I don't know what the policy is here ... but today is a state exercise in earthquake awareness. I think it is at 10 this morning ... we are supposed to practice and pretend what we are going to do. If you were not aware ... if you see bizarre things happening here then it might be part of the exercise.

2nd I have the evaluations we have to do. Who know where the English department is?

Male Student: On the 7th floor

Professor: Could you take responsibility for this? We will choose you. I think all you need is a pen... black or blue or pencil. You know how to do this. And then ... I will give you the last 10 minutes to do this but first I want to review for the test. Maybe we can do one sentence in fact let's start off with that. Let's see if we can incorporate some aspects of the exam. Bring a blue book on Tuesday and Thursday for the exam. Let's do one tree this is what I came up with while I was walking to class

Diagram this sentence. [example on board]

John likes to sleep in the mornings.

As you diagram this I am looking for features...the tree diagram in the features and I am looking to see what kind of sentence type is this and the main verb is ... well.... sleep..... so that is going to be can you say John sleeps Mary no.... so this verb carries the same whatever it is ... transitive/intransitive. So mention the sentence type and notice the infinitive verb structure. So there are 3 things I want you to keep in mind. I will give you a few minutes to diagram the sentence.

Pretend there is going to be an earthquake today ... and this is your test. This will be a nice exercise ... to do the tree diagram ... and the talk about the sentence type and if it requires an object or not ... etc.

Then we can review the components of the exam.

Case features, number features.... etc.

30 years from now ... you will remember the tree diagrams. They are good memories you are building.

Ok [example on board] ... this is a determiner phrase ... zero allomorphs ... verb phrase that breaks to a MVP and we have an extended branch. That collapses to an auxiliary and verb. So there is a difference between finite... and no tense... infinitive. Wait ... I did something wrong. This way ... [example on board]. We have an extended feature here. So we have a preposition here ... the PP here so we extend the verb phrase ... and a PP and a DP here. [example on board].

Eng 302

Tuesday, November 25, 2008

Captionist: K. Wong

Good morning. I do have the exams and will pass them out at the end of class. The exams looked good I think those of you that got a good start on the exams will continue with your work ... and I hope that if you didn't you will be surprised this time.

So we are beginning the last part of this class. It is going to involve some interesting aspects of grammar. We will talk about movement analogy there is an idea that constituencies can move around and it is an interesting phenomenon ... and why don't we just move things any old way and why do things move in a unit and what is a constituencies. Sometimes there are clauses that move. We will also look at complex sentences. Some things we will not tree diagram and if you understand SVO and grammatical feature that is good for tree diagram. We could do it ... especially if this was a linguistic course we would get elaborate tree diagrams ... but we are going to talk about diagramming not within a tree diagram ... complex sentences are part of the lectures.

We will talk about complex sentences and dangling modifiers... and what is it. The final aspect will be child language acquisition... and how do we diagram their acquisition. And what is the nature of their grammars there might be multiple grammars depending on acquisition. So we might gain access on how children proceed with grammar and acquisition and that will compose the final exam.

So movement analogy and complex sentences and dangling modifiers ... and how to tree diagram child language grammar and that is the final exam.

So in terms of the chapter ... chapter 8 ... and 7 9..... for the final lecture. We can then turn to chapter 11 ... child language grammar ... and that will be on the final exam ... and that is a lot to read but we will break it all down.

Let's begin ... before we introduce movement you can get a lot out of the way today ... and some into next week... but let's review what we know about movement. When we talked about a "number of students" ... is it is/are. The "a" triggered the plural verb so we would say " A number of students are dropping"..... the minus definite feature seems to want to correlate with a plus plural verb. Linguistically we say there is a SV agreement. But a specific feature we call it to percolate ... up the tree ... this feature migrates to the verb and makes sure the number feature matches the determiner. That is movement analogy.

So there is a stretching aspect and the "the" is a plus definite feature picks a minus plural verb. So we can say the movement at the feature level is implicated. There is brain activity that correlate this ... and regards to the DP the determiner matches the verb and number and that is movement analogy. So SVAGR is a movement.

Sometimes we make mistakes when the subject and verb are too spread apart ... "the books on the table is/are mine the books are mine ... no one would say the books is mine ... but if

Eng 302

Tuesday, December 02, 2008

Captionist: K. Wong

Good morning. Good to see you are here through the fog [He thought I was connected to the internet to get the weather report].

The final exam will be ... for this class is for Tuesday at 8 am ... the 16th. Tuesday the 16th at 8 am. Here. We still have time to get through the material but that will be the final exam time bring your summary paper and you will be doing the exam on the 16th at 8 am on Tuesday

So let's oh ... I have some remaining exams ... if you didn't pick up yours come and see me after class. Where is Gabe? So ... ok ... come see me after class to get your exam.

My son ... is a sophomore in high school.... and my wife is reading Twilight..... and my son became intrigued and my daughter is making fun of him reading it because it is a supposed girly book ... but my son thought he spotted a grammatical error in the book so he brought it to me it was about two people wanting to speak to each other and he brought this to me.... [example on board] What about? Should it have been about what? I told him they were different constructions you can say What about and about what.... but let's look at the structure.

Let's look at about what we know about is a proposition ... and it is a DP and it is followed by a preposition ... [example on board] and you get that John wants to talk to you about something ... about what so that is that word order.

But what about you need to say what is it about ... [example on board] the verb is deleted so this is a phrase response it is a potential sentence but something has been deleted so you get what about so how do you diagram that? This is a complete ... [example on board] ... you can say the structure is ... it is about what we get this again ... SVO ... it is about something and we know that in English ... we talked about movement analogy so now we get [example on board] ... is it and now this whole what is going to move [example on board] so let's see this ... what is it about ... but look what is happening ... this whole thing is deleted. We delete things all the time ... they are called ecliptical structures so you get what about ... or about what ... 2 different structures ... this is a phrase that is a phrase response ... but here this is a complete sentence ... but things are removed. So I thought that was interesting.

Which would you prefer? About what? ... John needs to talk to you about what? Or what about? So my son looked at this ... and thought it was wrong. It isn't. John was arrested ... that is a passive but what is missing is the true active subject ... arrested by the police. I can say arrested without saying police so we take things out of sentences all the time. But I thought this was interesting and who is reading Twilight? If you get a chance to find quirks.... in writing ... try to analyze it.

Eng 302

Thursday, December 04, 2008

Captionist: K. Wong

Hello.

Alright. [Telling story about shoelaces. Even when I double knot my shoelaces it comes off. Talking about being in kindergarten... and whether you knew how to tie your shoelaces or not. Remember those day/is. Then velcro came in and then you didn't have to learn how to tie shoes. My 5 year old daughter has just learned to tie shoes. Also the thing about telling time ... digital time ... vs. regular clocks. Through technology we lose skills]

Ok I have a few exams to give back. [Calling names of people that have not picked up their exams]

So a few concepts... I want to get through a few concepts. I want to talk about complex sentences and in the text in chapter 7 ... there are some examples they are on page 185 ... and all of chapter 7 is good for the exam. But I want to give you a run down on subordinate conjunctions ... some have to do with time and matter..... the dependent clause gives additional info ... it looks like ... about time, place and manner, cause and effect... etc. Also I want you to know what a dangling modifier might look like in a complex sentence. You have heard that term but don't know what it is. I will illustrate what it is.

We will also talk about small clauses... and then on Tuesday we will talk about child language acquisition and how it looks. After that ... we can review for the rest of class. Make sure you prepare for the exam. We don't meet on Thursday. Thursday is the first day of final exam week.

So I want to give you some examples ... page 185 ... possible subordinate conjunction.

If I said [example on board] "after the classes were over, the children had more free time." We have 2 clauses ... here is the comma ... and we have this clause. You can say about the subordinate conjunction ... deals with time and this is a dependent clause and this is independent clause [example on board] ... the classes were over could have been an independent clause but adding "after" makes it subordinate conjunction dealing with time.

Another example is ... "As soon as" ... no.... "John will clean the kitchen as soon as the game is over." You see no punctuation there is a future reference John will clean ... the kitchen ... nice SVO and then you have a subordinate conjunctionand then you have [example on board] transitive linking verb. A big long sentence. We have clauses ... [example on board] you want additional adverbial info so we string more info ... we have a dependent clause ... when? As soon as the game is over. It is the same kind as we have here but there is in the correct order. You can't put a comma there because it would be incorrect

Student: At what age do you start working with kids with that?

Eng 302
Tuesday, December 09, 2008
Captionist: K. Wong

Morning.

How is everyone? Does it feel like the last lecture? For me it does.

Alright ... thank you for the email.

Listen ... we are doing the final lecture on child language ... this shows up in the end of the chapters ... like the end section ... on acquisitions. But the main chapter is ... chapter ... 11. So you can find some material ... let me give you the chapters ... end of chapter 3 ... 3.6 section ... and chapter 4 ... and 5 ... 5.7 there is a note on grammar and 7 ... the small clauses.... and then in chapter 11 it is a full chapter. So I want to take you through the stages of child grammar ... based on what we understand ... the tree structures and move backwards.... the target structure and see what happens when we prune things.

If we remove the auxillary ... what happens? This will come as a final section of the final exam ... and also the rest of what we talked about. So we are going to talk about grammar and then we can recap review for the final exam... it will be the clauses small.... minus nominative caseand we talked about complex sentences ... the DP and IP and punctuation and movement. So know what those are complex sentences and the subordinate conjunction clauses and movement ... at the affix, feature and word and phrase levels....etc.

So you will have to give me examples of what movement is ... show me arrows on how it moves.... so before that you need to know SVO and outside of that there is a movement. So that is the final. Clauses DP and Ip... and complex sentences ... small clauses ... movement analogies dangling modifiers.... if you move something ... and the ___ is not modified. Movement discussions and child language is going to be on the final.

Ok and we are not meeting on Thursday. That is the beginning of final exam week your exam is the at 8am next Tuesday.

So let's see.... look at possessives ... and noun material.

Let's look at the possessives begin with the adult structure at stage 2 and then to stage 1. We will do a compare and contrast.

So in stage 2 ... around 24 - 36 months... and stage 1 is 18 - 24 months. So there is a window ... where child string words together ... but not complete grammar. But by age 3 they are starting preschool.... these kids have a large portion of grammar that is complete. If you talk to a little 3 year old girl they will speak rings around you the language still has mistakes... but the target grammar is established.

So "my friends are back"..... you know this ... this is a DP ... [example on board] and you get [example on board] and this is a plus definite ... and plus nominative case ... because of