

Course Information

Date Submitted: 1/6/2016

Current Prefix and Number: LIN - Linguistics , LIN 609 ADVANCED SEMANTICS

Other Course:

Proposed Prefix and Number: LIN 609

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? No

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OFFICE OF THE
SENATE COUNCIL

1. General Information

a. Submitted by the College of: ARTS & SCIENCES

b. Department/Division: Linguistics

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Gregory Stump

Email: gstump@uky.edu

Phone: 71184

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: N/A

b. Full Title: ADVANCED SEMANTICS

Proposed Title: ADVANCED SEMANTICS

c. Current Transcript Title: ADVANCED SEMANTICS

Proposed Transcript Title:

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 3

Proposed Meeting Patterns

LECTURE: 3

f. Current Grading System: Graduate School Grade Scale

Proposed Grading System: *Letter (A, B, C, etc.)*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: This course is an introduction to modern, model-theoretic approaches to natural language semantics. We examine a range of issues relating to the notions of meaning and truth in language; to the interface of semantics with syntax; and to the relation between semantics and pragmatics. Students attend a large number of essential lectures; participate in several discussions with their classmates; and submit several written analyses addressing specific problems in the semantics of English. Topics include the relation of denotation to truth and meaning; quantification in natural language; speech acts and illocutionary force; conversational implicature; intensional constructions; indexicality; presuppositions; uses of lambda abstraction in semantic analysis; lexical meaning; and generalized quantifiers.

Proposed Course Description for Bulletin: This course is an examination of current research in linguistic semantics. The course covers a range of central topics, including the syntax/semantics interface and the nature of semantic compositionality; the semantic analysis of specific linguistic phenomena, such as plural number, generics, valence-changing operations, reflexives and reciprocals, modality, counterfactual conditionals; referential vs cognitive approaches to semantics; and modern approaches to the relation between semantics and pragmatics.

2j. Current Prerequisites, if any: Prereq: LIN 509 or permission of the instructor.

Proposed Prerequisites, if any: LIN 509 (Formal Semantics) or similar course approved by Director of Graduate Studies; may require LIN 640 taken concurrently.

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component:

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? Yes

If YES, explain and offer brief rationale: Currently, this course is taught as an introduction to the fundamentals of formal semantics; our LIN 509 course covers semantic topics, but excludes formal semantics. With the creation of a graduate program in linguistics (our MA in Linguistic Theory & Typology), we need a way to introduce our graduate students to the elementary principles of formal semantics at the 500 level; we have therefore proposed to change the description of LIN 509 in this way. This will allow our students to proceed to more advanced semantic topics, including the most current research, in the LIN 609 course. Any student who is interested in developing a specialization in semantics must have a confident command of formal semantics. Our current curriculum does not provide that; currently, formal semantics doesn't even enter the curriculum until the 600 level, in LIN 609. With this current structure, our curriculum is not efficient at providing our graduate students with the right sort of conceptual grounding to understand and contribute to current semantic research. The proposed changes in LIN 509 and LIN 609 will remedy that deficiency.

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|ARHIPP2|Andrew R Hippisley|Dept approval for ZCOURSE_NEW LIN 609|20130215

SIGNATURE|RHANSON|Roxanna D Hanson|College approval for ZCOURSE_NEW LIN 609|20130509

SIGNATURE|ZNNIKO0|Roshan Nikou|Graduate Council approval for ZCOURSE_NEW LIN 609|20130823

SIGNATURE|RHANSON|Roxanna D Hanson|Approval resent to college for ZCOURSE_NEW LIN 609|20131003

SIGNATURE|ZNNIKO0|Roshan Nikou|Graduate Council approval for ZCOURSE_NEW LIN 609|20131010

SIGNATURE|JEL224|Janie S Ellis|Senate Council approval for ZCOURSE_NEW LIN 609|20131115

SIGNATURE|ARHIPP2|Andrew R Hippisley|LIN 609 NEW Dept Review|20150317

SIGNATURE|ARHIPP2|Andrew R Hippisley|LIN 609 CHANGE Dept Review|20151019

SIGNATURE|ACSI222|Anna C Harmon|LIN 609 CHANGE College Review|20151125

SIGNATURE|ZNNIKO0|Roshan Nikou|LIN 609 CHANGE Graduate Council Review|20160129

Course Change Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

Generate R

[Open in full window to print or save](#)

Attachments:

Upload File

ID	Attachment
Delete 6046	Sample syllabus for LIN 609, Advanced Semantics.pdf

First 1 Last

NOTE: Start form entry by choosing the Current Prefix and Number
(*denotes required fields)

Current Prefix and Number:		LIN - Linguistics LIN 609 ADVANCED SEMANTICS	Proposed Prefix & Number: (example: PHY 401G) <input checked="" type="checkbox"/> Check if same as current	LIN 609
* What type of change is being proposed?		<input checked="" type="checkbox"/> Major Change <input type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, except 799 is the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does not change in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change course content or emphasis, or which is made necessary by the elimi or significant alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above		
Should this course be a UK Core Course? <input type="radio"/> Yes <input checked="" type="radio"/> No				
If YES, check the areas that apply:				
<input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics				
1. General Information				
a. Submitted by the College of:		ARTS & SCIENCES		Submission Date: 1/6/2016
b. Department/Division:		Linguistics		
c.* Is there a change in "ownership" of the course?				
<input type="radio"/> Yes <input checked="" type="radio"/> No If YES, what college/department will offer the course instead? <input type="button" value="Select..."/>				
e.* * Contact Person Name: Gregory Stump Email: gstump@uky.edu Phone: 71184				
* Responsible Faculty ID (if different from Contact): Email: Phone:				
f.* Requested Effective Date:		<input checked="" type="checkbox"/> Semester Following Approval	OR	Specific Term: ²
2. Designation and Description of Proposed Course.				
a. Current Distance Learning(DL) Status:		<input checked="" type="radio"/> N/A <input type="radio"/> Already approved for DL* <input type="radio"/> Please Add <input type="radio"/> Please Drop		
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box) that the proposed chan not affect DL delivery.				
b. Full Title:		ADVANCED SEMANTICS	Proposed Title: *	ADVANCED SEMANTICS
c. Current Transcript Title (if full title is more than 40 characters):			ADVANCED SEMANTICS	
c. Proposed Transcript Title (if full title is more than 40 characters):				
d. Current Cross-listing:		<input checked="" type="checkbox"/> N/A	OR	Currently ³ Cross-listed with (Prefix & Number): none

<i>Proposed – ADD³ Cross-listing (Prefix & Number):</i>					
<i>Proposed – REMOVE^{3,4} Cross-listing (Prefix & Number):</i>					
e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern					
Current:	Lecture 3	Laboratory ⁵	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other: _____ Please explain:		
Proposed: *	Lecture 3	Laboratory ⁵	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other: _____ Please explain:		
f.	Current Grading System:	Graduate School Grade Scale			
	<i>Proposed Grading System:*</i>	<input checked="" type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input type="radio"/> Graduate School Grade Scale			
g.	Current number of credit hours:	3	<i>Proposed number of credit hours:*</i>	3	
h.*	Currently, is this course repeatable for additional credit?				<input type="radio"/> Yes <input checked="" type="radio"/> No
*	<i>Proposed to be repeatable for additional credit?</i>				<input type="radio"/> Yes <input checked="" type="radio"/> No
	<i>If YES:</i>	<i>Maximum number of credit hours:</i>			
	<i>If YES:</i>	<i>Will this course allow multiple registrations during the same semester?</i>			<input type="radio"/> Yes <input checked="" type="radio"/> No
i.	Current Course Description for Bulletin:				
	This course is an introduction to modern, model-theoretic approaches to natural language semantics. We examine a range of issues relating to the notions of meaning and truth in language; to the interface of semantics with syntax; and to the relation between semantics and pragmatics. Students attend a large number of essential lectures; participate in several discussions with their classmates; and submit several written analyses addressing specific problems in the semantics of English. Topics include the relation of denotation to truth and meaning; quantification in natural language; speech acts and illocutionary force; conversational implicature; intensional constructions; indexicality; presuppositions; uses of lambda abstraction in semantic analysis; lexical meaning; and generalized quantifiers.				
*	<i>Proposed Course Description for Bulletin:</i>				
	This course is an examination of current research in linguistic semantics. The course covers a range of central topics, including the syntax/semantics interface and the nature of semantic compositionality; the semantic analysis of specific linguistic phenomena, such as plural number, generics, valence-changing operations, reflexives and reciprocals, modality, counterfactual conditionals; referential vs cognitive approaches to semantics; and modern approaches to the relation between semantics and pragmatics.				
j.	Current Prerequisites, if any:				
	Prereq: LIN 509 or permission of the instructor.				
*	<i>Proposed Prerequisites, if any:</i>				
	LIN 509 (Formal Semantics) or similar course approved by Director of Graduate Studies; may require LIN 640 taken concurrently.				
k.	Current Supplementary Teaching Component, if any:			<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both	

	Proposed Supplementary Teaching Component:	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input type="radio"/> No Change
3.	Currently, is this course taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
*	Proposed to be taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, enter the off campus address:		
4.*	Are significant changes in content/student learning outcomes of the course being proposed?	<input checked="" type="radio"/> Yes <input type="radio"/> No
If YES, explain and offer brief rationale:		
Currently, this course is taught as an introduction to the fundamentals of formal semantics; our LIN 509 course covers semantic topics, but excludes formal semantics. With the creation of a graduate program in linguistics (our MA in Linguistic Theory & Typology), we need a way to introduce our graduate students to the elementary principles of formal semantics at the 500 level; we have therefore proposed to change the description of LIN 509 in this way. This will allow our students to proceed to more advanced semantic topics, including the most current research, in the LIN 609 course. Any student who is interested in developing a specialization in semantics must have a confident command of formal semantics. Our current curriculum does not provide that; currently, formal semantics doesn't even enter the curriculum until the 600 level, in LIN 609. With this current structure, our curriculum is not efficient at providing our graduate students with the right sort of conceptual grounding to understand and contribute to current semantic research. The proposed changes in LIN 509 and LIN 609		
5.	Course Relationship to Program(s).	
a.*	Are there other depts and/or pgms that could be affected by the proposed change?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, identify the depts. and/or pgms:		
b.*	Will modifying this course result in a new requirement ² for ANY program?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES ² , list the program(s) here:		
6.	Information to be Placed on Syllabus.	
a.	<input type="checkbox"/> Check box if changed to 400G or 500.	If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation between under and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grad criteria in the course for graduate students. (See SR 3.1.4.)

¹See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be appropriate academic Council for normal processing and contact person is informed.

²Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

⁶You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷In order to change a program, a program change form must also be submitted.

LIN 509 Formal Semantics (3 credit hours)**Day/Time/Place:** *TBD*

Instructor:	<i>Gregory Stump</i>	Email:	<i>gstump@uky.edu</i>
Office phone:	<i>257-1184</i>	Office address:	<i>1365 POT</i>
Preferred method of contact:	<i>email</i>	Office hours:	<i>days and times TBD</i>

Course description. This course is an introduction to modern, model-theoretic approaches to natural language semantics. We examine a range of issues relating to the notions of meaning and truth in language; to the interface of semantics with syntax; and to the relation between semantics and pragmatics. Students attend a large number of essential lectures; participate in several discussions with their classmates; and submit several written analyses addressing specific problems in the semantics of English. Topics include the relation of denotation to truth and meaning; quantification in natural language; speech acts and illocutionary force; conversational implicature; intensional constructions; indexicality; presuppositions; uses of lambda abstraction in semantic analysis; lexical meaning; and generalized quantifiers.

Prerequisite. LIN 221 or graduate standing.

Student Learning Outcomes. Students attend a large number of essential lectures; participate in several discussions with their classmates; and submit several written analyses addressing specific problems in the semantics of English. Upon completion of the course, students will be able

- to demonstrate a clear understanding of the notions of denotation, truth and meaning by explaining both how they differ and how they relate to one another;
- to explain how syntactic structure is relevant to semantic interpretation and to distinguish between a sentence's superficial syntax and its logical form;
- to explain how quantificational expressions enter into the interpretation of linguistic expressions and to justify the postulation of generalized quantifiers;
- to identify the speech act performed by the utterance of a sentence and to explain the relation between that speech act and the sentence's meaning;
- to explain how the Cooperative Principle may be exploited to convey conversational implicatures;
- to distinguish a referring expression's extension from its intension and to explain how intensional contexts affects the interpretation of complex sentences;
- to identify the varied kinds of context-sensitivity exhibited by the meanings of linguistic expressions (including indexicality, sensitivity to discourse context, and the phenomenon of presupposition) and to explain how this context-sensitivity can be accounted for in a theory of meaning;
- to explain the concept of lambda abstraction and its relevance to the representation of meaning in language; and
- to demonstrate how a formal theory of semantics can elucidate systematic semantic relations among the words in a language's lexicon.

Course objective. The course aims to provide students with a robust understanding of the fundamental principles of contemporary semantic theory and their application in the analysis of the meanings of linguistic expressions. By working with linguistic data in natural contexts, students learn to identify the varied components of an expression's meaning, where these components come from and how they interact with one another. Students become adept at using empirical evidence to develop an articulated, explanatory theory of the uniquely human capacity to transmit meanings by verbal means.

Required text. Gennaro Chierchia & Sally McConnell-Ginet, *Meaning and Grammar: An Introduction to Semantics* [2nd edition], MIT Press, 2000.

Description of course assignments.

(a) There will be weekly reading assignments from Chierchia & McConnell-Ginet's textbook; these weekly assignments are listed on page 5 below.

(b) There will be ten written homework assignments. Each assignment will consist of problems from the Chierchia & McConnell-Ginet textbook. These problems require you to analyze a specific set of data in accordance with the semantic principles discussed in class and in the textbook. Each analysis will be three to five pages long; some analyses will need to include formal proofs in logical notation. The due-dates for these ten assignments are given on page 5 below.

(c) There will be two written exams. These will be closed-book and closed-note and will be given in class on the dates indicated on page 5 below. Each exam will consist of a series of short sets of data; for each set, students will be asked to explain the issues that it raises for semantic theory and the manner in which these issues might be resolved. The final will focus on material covered after the midterm.

Submission of assignments. Written homework must be submitted on paper, typed, double-spaced, single-sided, and stapled. Homework which you submit after class time on the specified due-date will not be accepted for grading UNLESS your absence on that date is an excused one. If a student is unable to submit a written homework assignment on time owing to an excused absence, s/he should consult with me as soon as possible about making up the assignment. Whatever length of time a student is out of class because of an excused absence, the student has that length of time to make up missed homework once s/he returns to class; for instance, if a student misses three class meetings because of an excused absence, then starting from the day of her/his return to class, s/he has three class meetings to make up any homework that s/he failed to submit during her/his absence. *Students missing work due to an excused absence bear the responsibility of informing the instructor about their excused absence within one week following the period of the excused absence (except where prior notification is required), and of making up the missed work.*

Course grading. A student's course grade is based on her/his ten written homework assignments (worth six percent each, for a total of sixty percent) and on her/his midterm and final exams (each worth twenty percent). The grading scale for this course is the following:

Undergraduates	Graduate students
90.0 - 100 percent: A	90.0 - 100 percent: A
80.0 - 89.9 percent: B	80.0 - 89.9 percent: B
70.0 - 79.9 percent: C	70.0 - 79.9 percent: C
60.0 - 69.9 percent: D	0 - 69.9 percent: E
0 - 59.9 percent: E	

The grade for a given answer will be based on its precision, its thoroughness, and the extent to which it demonstrates mastery of the relevant course material.

Mid-term grades for undergraduates. Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/registrar/calendar>).

Graduate students. As a matter of university policy, graduate students are to be held to a higher standard than undergraduates. Each of the written assignments will therefore include two portions: all students are to complete portion A, and all graduate students should, in addition, complete portion B.

Academic accommodations due to disability. If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability

services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

Attendance. In order to benefit fully from my lectures and from the insights of the other students in the course (and to contribute your own insights), it is important that you attend every class session, lecture and lab; if you do have to miss a class session, you must let me know the circumstances of your absence. Try to borrow someone's notes, since some of the information that will be covered in class is not covered in the text. If you have specific questions regarding any information covered in class, by all means come and see me during my office hours (or schedule an appointment for some other time); please don't expect me to repeat entire lectures, however.

Excused Absences. Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Verification of Absences. Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

Academic Integrity. Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other

academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Course policy on classroom civility and decorum. The university, the college and the department have a commitment to respect the dignity of all students and faculty and to value differences among members of our academic community. Discussion and debate have a role in academic discovery and students have a right to express respectful disagreement and to voice opinions contrary to those offered by the instructor and/or other students (S.R. 6.1.2). Equally, a faculty member has both the right and the responsibility to ensure that all academic discourse occurs in a context characterized by respect and civility. Attacks of a personal nature or denigrating another on the basis of race, sex, religion, sexual orientation, age, or national/regional origin are unacceptable.

Tentative course schedule:

WEEK	TOPIC	READING ASSIGNMENTS	EXAM DATES	
1—Aug 24	The empirical domain of semantics	Chierchia & McConnell-Ginet, Ch. 1		
2—Aug 29, 31* 3—Sep 5, 7*	Denotation, truth, and meaning	Ch. 2		
4—Sep 12, 14* 5—Sep 19, 21*	Quantification and Logical Form	Ch. 3		
6—Sep 26, 28	Speaking, meaning, and doing	Ch. 4		
7—Oct 3, 5* 8—Oct 10, 12*	Intensionality	Ch. 5		
9—Oct 17, 19	Review & exam			
Midterm withdrawal date Friday, October 20				Midterm exam: Thursday, October 19
10—Oct 24, 26* 11—Oct 31, Nov 2*	Contexts: Indexicality, discourse, and presupposition	Ch. 6		
12—Nov 7, 9* 13—Nov 14, 16*	Lambda abstraction	Ch. 7		
14—Nov 21, 23**	Word meaning	Ch. 8		
15—Nov 28, 30	Generalized quantifiers	Ch. 9		
16—Dec 5, 7	Review			
*Written homework assignment is due. **Academic holiday.			Final exam: Tuesday, December 12, 10:30 a.m.	