

SIGNATURE ROUTING LOG

General Information:

Proposal Type: Course Program Other

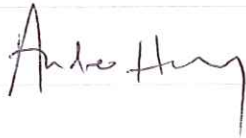


Proposal Name¹ (course prefix & number, pgm major & degree, etc.): LIN 318 (chg to 509)

Proposal Contact Person Name: Andrew Hippisley Phone: 7-6989 Email: andrew.hippisley@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Linguistics, Chair and Director	12/9/2010	Andrew Hippisley / 7-6989 / andrew.hippisley@uky.edu	
		/ /	
		/ /	
		/ /	
A&S Ed. Policy Cmte.	<i>2/15/11</i>	Randall Roorda, Humanities / 7-1033 / roorda@uky.edu	
A&S Dean	<i>2/15/11</i>	Anna Bosch, Associate Dean / 7-6689 / bosch@uky.edu	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ²
Undergraduate Council	3/22/2011		
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

¹ Proposal name used here must match name entered on corresponding course or program form.

² Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.					
a.	Submitted by the College of: <u>Arts & Sciences</u>	Today's Date: <u>01.19.2011</u>			
b.	Department/Division: <u>English/Linguistics</u>				
c.	Is there a change in "ownership" of the course?			YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, what college/department will offer the course instead? _____				
d.	What type of change is being proposed? <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor ¹ (place cursor here for minor change definition)				
e.	Contact Person Name: <u>Andrew Hippisley</u>	Email: <u>andrew.hippisley@u ky.edu</u>	Phone: <u>76989</u>		
f.	Requested Effective Date: <input checked="" type="checkbox"/> Semester Following Approval OR <input type="checkbox"/> Specific Term ² : _____				
2. Designation and Description of Proposed Course.					
a.	Current Prefix and Number: <u>LIN 318</u>	Proposed Prefix & Number: <u>LIN 509</u>			
b.	Full Title: <u>Semantics & Pragmatics</u>	Proposed Title: <u>No change</u>			
c.	Current Transcript Title (if full title is more than 40 characters): _____				
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): _____		
	Proposed – <input type="checkbox"/> ADD ³ Cross-listing (Prefix & Number): _____				
	Proposed – <input type="checkbox"/> REMOVE ^{3,4} Cross-listing (Prefix & Number): _____				
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern type.				
Current:	<u>3</u> Lecture	_____ Laboratory ⁵	_____ Recitation	_____ Discussion	_____ Indep. Study
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____		
Proposed:	_____ Lecture	_____ Laboratory	_____ Recitation	_____ Discussion	_____ Indep. Study
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____		
f.	Current Grading System: <input checked="" type="checkbox"/> Letter (A, B, C, etc.)		<input type="checkbox"/> Pass/Fail		
	Proposed Grading System: <input checked="" type="checkbox"/> Letter (A, B, C, etc.)		<input type="checkbox"/> Pass/Fail		
g.	Current number of credit hours: <u>3</u>		Proposed number of credit hours: <u>3</u>		

¹ See 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 sent to appropriate academic Council for normal processing and contact person is informed.

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

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

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

⁵ Generally, 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 represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

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h.	Currently, is this course repeatable for additional credit?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	<i>Proposed to be repeatable for additional credit?</i>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	<i>If YES: Maximum number of credit hours: _____</i>		
	<i>If YES: Will this course allow multiple registrations during the same semester?</i>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
i.	Current Course Description for Bulletin:	<u>This course will explore the depth and range of meaning in language. We will study the nature of meaning in words, how we convey meaning in sentences and what factors, other than lexical definitions, play a role in how we intend and interpret meanings. We will explore and apply the major theories of linguistic semantics and pragmatics to a wide array of languages.</u>	
	<i>Proposed Course Description for Bulletin:</i>	<u>This course will explore the depth and range of meaning in language. We will study the nature of meaning in words, how we convey meaning in sentences and what factors, other than lexical definitions, play a role in how we intend and interpret meanings. We will trace the study of meaning as it developed over the 20th and 21st centuries. The course begins with an introduction to word and sentence meaning followed by a detailed study of seminal approaches to sentence semantics. We will also examine pragmatics, meaning in language use, to explore how it varies from the semantic content of the sentence.</u>	
j.	Current Prerequisites, if any:	_____	
	<i>Proposed Prerequisites, if any:</i>	<u>LIN 211</u>	
k.	Current Distance Learning(DL) Status:	<input type="checkbox"/> N/A <input type="checkbox"/> Already approved for DL* <input type="checkbox"/> Please Add ⁶ <input type="checkbox"/> 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 <input type="checkbox"/>) that the proposed changes do not affect DL delivery.		
l.	Current Supplementary Teaching Component, if any:	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
	<i>Proposed Supplementary Teaching Component:</i>	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
3.	Currently, is this course taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	<i>Proposed to be taught off campus?</i>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
4.	Are significant changes in content/teaching objectives of the course being proposed?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
	If YES, explain and offer brief rationale:		
	<u>Our required courses for linguistics majors are at the 500 level. Semantics and Pragmatics is one of the core disciplines in the study of linguistics, and thus should be taught at the same level as other such courses, namely Syntax, Phonetics, Morphology, Phonology. The course is complex, dealing with issues that students often find challenging, so that we have determined that the most logical number for the course is at the 500 level. Raising it to a 500 level allows greater scope for a redesign of the learning outcomes expected for an advanced course in semantics & pragmatics. The higher number will allow students to engage with seminal scholarship in the field. This course was originally proposed as LIN 517, but was later submitted as LIN 318 in an effort to address the lack of 300 level courses for linguistic majors. However, we now have a greater number of 300 courses, so that this need has been filled.</u>		
5.	Course Relationship to Program(s).		
a.	Are there other depts and/or pgms that could be affected by the proposed change?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>

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

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If YES, identify the depts. and/or pgms: _____		
b. Will modifying this course result in a new requirement⁷ for ANY program?		
		YES <input type="checkbox"/>
		NO <input checked="" type="checkbox"/>
If YES ⁷ , list the program(s) here: _____		
6. Information to be Placed on Syllabus.		
a.	<input checked="" type="checkbox"/> Check box if <u>changed to</u> 400G or 500.	If <u>changed to</u> 400G- or 500-level course you must send in a syllabus and <i>you must include the differentiation</i> between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

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

LIN 509 Semantics and Pragmatics

Day/Time/Place: TBD

Instructor: Jeanmarie Rouhier-Willoughby Email: j.rouhier@uky.edu
Office phone: 7-1756 Office address: 1049 POT
Preferred method of contact: none Office Hours: days and times TBD
Web site: www.uky.edu/~jrrouhie

Overview of Course:

This course will explore the depth and range of meaning in language. We will study the nature of meaning in words, how we convey meaning in sentences and what factors, other than lexical definitions, play a role in how we intend and interpret meanings. We will trace the study of meaning as it developed over the 20th and 21st centuries. The course begins with an introduction to word and sentence meaning followed by a detailed study of seminal approaches to sentence semantics. We will also examine pragmatics, meaning in language use, to explore how it varies from the semantic content of the sentence.

Student Learning Outcomes:

- 1) explain what semantics and pragmatics are, what semanticists and pragmaticists do and how their work is relevant to every day life with language
- 2) improve analytical skills through written semantic and/or pragmatic analyses of linguistic data
- 3) describe significant semantic and/or pragmatic differences between languages
- 4) improve intercultural communication
- 5) explain and apply major semantic and pragmatic theories of the 20th century
- 6) demonstrate understanding of critical issues in the study of meaning and speech
- 7) perform ethical and accurate collection of linguistic data

Course Goals:

The primary goal of this course is a comprehensive study of the role of semantics and pragmatics in 20th and 21st century linguistic theory. We will examine the philosophical and theoretical assumptions that underlie these theories and indeed that underlie the study of language as a whole. Our aim is to compare the theories, to perform data collection for analysis using these various approaches, and to develop an understanding of the controversies and principles involved in the study of word, sentence, and utterance meaning.

Required materials (textbooks, lab materials, etc.):

TEXTS: Sebastian Löbner, *Understanding Semantics* (2002)
 Peter Grundy, *Doing Pragmatics* (2008)
 Various articles/book excerpts (details below in daily schedule)

Grading:

REQUIREMENTS (undergraduates):

Homework= 10%
Class Participation= 30%
Papers= 60%

GRADING SCALE (undergraduates):

90-100%	A
80-89%	B
70-79%	C
60-69%	D
59% or below	E

REQUIREMENTS (graduate students)

Homework = 10%
Class Participation = 20%
Papers = 50%
Final Project = 20%

GRADING SCALE (graduate students):

90-100%	A
80-89%	B
70-79%	C
69 or below	E

Midterm grade will be given. Final exam TBD

ATTENDANCE/CLASS PARTICIPATION/READINGS: Class work and discussion are important components of this class. You are responsible for the assignments from the texts in the daily syllabus, so that you can participate actively in both the discussion and in-class assignments. You are also responsible for the material covered in class, which may not be in the readings. Thus attendance is particularly important, and more than two unexcused absences will lower your grade by one full grade (see below for outline of what constitutes an excused absence). If you miss a class session for any reason, it is your responsibility to find out what was covered in that session and ensure that you understand the material covered. Get notes from your classmates or come to see me to find out what you missed. In addition, I expect everyone to come to class on time and to stay for the full duration of the class session. Along with regular attendance, I expect your regular and full participation in classroom discussions. Needless to say, your ability to participate regularly and fully in class discussions will be greatly improved by your conscientious preparation of the required readings for each session. Persistent tardiness will adversely affect your CP grade as well. We will generally have small group or individual written exercises that you will submit at the end of class. Remember that quality is more important than quantity in participation (do not talk just to hear the sound of your voice; respect others' opinions, and share the floor). Participation will be assessed daily as follows:

- 5 Student is completely prepared to answer or attempt to answer all questions (written or oral) and participate in the discussion/in-class exercises actively and thoughtfully (and considerately).
- 4 Student is partially prepared to do the above.
- 3 Student is minimally prepared to do the above.
- 2 Student is completely unprepared to do the above.
- 0 Student is absent.

HOMEWORK/E-MAIL: You will have weekly written assignments in the weeks that you do not have a paper due. Most of them will be assigned via e-mail, so that each of you should have an e-mail account by the next class. If you already have an account, make sure that it is activated and that you have the correct address. If you need to open an account, go to 110 McVey Hall. You can also get an account on-line at <http://w3srv.cc.uky.edu:8000/uams/default.htm> Check your e-mail every Friday for these assignments. They are due at the beginning of class on the following Thursday. Late homework is not accepted without prior approval or unless the absence is excused (see below for discussion of what constitutes an excused absence). All written work must be typed or it will not be accepted. Your written work should reflect the standards of a university (i.e., accurate spelling, correct grammar, etc.). All written work must be typed. Note that e-mail is often the quickest way to reach me, but feel free to make an appointment or come see me during office hours to discuss the course, readings, or assignments. Your written homework will be assessed as follows:

- 5 Student has demonstrated mastery of the concepts/theory under consideration, familiarity the readings and class discussion. The response is original, well-thought out, written and/or organized and supported with examples/data.
- 4 Student has demonstrated some mastery of the concepts/theory under consideration, some familiarity the readings and class discussion. The response is less original, well-thought out, written and organized. It is supported with some examples/data, but not all points are adequately supported.
- 3 Student has demonstrated minimal mastery of the concepts/theory under consideration, minimal familiarity with the readings and/or the class discussion. The response reiterates a common interpretation, is minimally well-thought out, written and/or organized and is supported with minimal examples.
- 2 Student has demonstrated no mastery of the concepts/theory under consideration, no familiarity the readings, the class discussion and other students' responses. The response is not original, well-thought out, written and/or organized or contains no support from examples/data.
- 0 Student does not submit the assignment.

PAPERS/FINAL: You will two paper assignments this semester, one in each half of the class (see due dates below in the daily syllabus). They will involve collection of and analysis of data according to the theories we discuss in class. Graduate students will also do a final project on a topic of their choice. You will receive separate sheets outlining the assignments and how these papers/projects will be assessed.

COURSE POLICIES:

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 (Room 2, Alumni Gym, 257-2754, email address jkarnes@eamil.uky.edu) for coordination of campus disability services available to students with disabilities.

Making up missed work

Make-up work will only be allowed when the work is missed for one of the reasons listed in University Faculty Senate Rule 5.2.4.2 (September 2009) as “excused absences”:

“**A.** Significant illness of the student or serious illness of a member of the student's household (permanent or campus) or immediate family. The Instructor of Record shall have the right to request appropriate verification.”

“**B.** The death of a member of the student's household (permanent or campus) or immediate family. The Instructor of Record shall have the right to request appropriate verification. For the purpose of this rule, immediately family is defined as spouse or child or parent (guardian) or sibling (all of the previous include steps, halves and in-laws of the same relationship); and grandchild or grandparent”

“**C.** Trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, including club sports registered with the university as well as varsity sports. When feasible, the student must notify the Instructor of Record **prior to** the occurrence of such absences, but in no case shall such notification occur more than one week after the absence. Instructors of Record may request formal notification from appropriate university personnel to document the student's participation in such trips.”

“**D.** Major Religious Holidays. Students are responsible for notifying the Instructor of Record **in writing** of anticipated absences due to their observance of such holidays no later than the last day for adding a class.”

“**E.** Any other circumstances which the Instructor of Record finds reasonable cause for absence.”

If you are absent from class *for one of these reasons* on a day when a homework assignment is collected or a quiz or exam is given, you must make arrangements with us within one week of your absence to arrange for making up that work. If you are absent from class *for any other reason* on a day when a homework assignment is collected or a quiz or exam is given, you will not be allowed to make up that work and it will be assigned a grade of "0" ("zero").

Cheating and Plagiarism

I expect all work that you submit to me for a grade to be work that you produce on your own. This does not mean that you cannot study with a friend or in study groups or discuss/brainstorm about the assignments, but it does mean that the work that you submit to us must be your own and not the product of collaboration with others or stolen from someone else. Here, for your reference, are the official definitions of plagiarism and cheating from the University Faculty Senate Rules (September 2009):

“6.3.1 Plagiarism

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 anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. 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.”

“6.3.2 Cheating

Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board.”

Classroom behavior, decorum, and civility

The classroom is a place of learning and as such has certain understood rules that we will expect everyone to abide by: a) discussion and debate are significant tools in learning and, of course, discussion and debate imply disagreement from time to time, but we expect that all opinions expressed in the classroom will show respect for personal differences and will be stated on the basis of well-reasoned argumentation; b) interruptions of class discussions (including: leaving cell phones on or using other electronic devices in class without permission [turn them off! Not doing so will result in a 0 for class participation for the day], talking indiscreetly while someone else is talking, or engaging in other disruptive behavior) will not be tolerated.

Classroom and learning accommodations

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 a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, e-mail address:

jkarnes@email.uky.edu) for coordination of campus services available to students with disabilities.

Tentative course schedule:

DAILY SCHEDULE

- Week 1 **Introduction to the class
- Week 2 **Semantics and Meaning: Introduction to the Issues
Read Löbner, pp. 3-56
- Week 3 **Meaning and Logic
Read Löbner, pp. 57-84
**Meaning Relations
Read Löbner, pp. 85-98
**Predication
Read Löbner, pp. 99-122
- Week 4 **Meaning Components
Read Löbner, pp. 123-152
**Meaning Across Languages
Read Löbner, pp. 153-170
**Meaning and Cognition
Read Löbner, pp. 171-210
- Week 5: Read Katz and Fodor, "The Structure of a Semantic Theory" (1963)
- Week 6: Read Fillmore, "Toward a Modern Theory of Case" (1966)
**Paper #1 due
- Week 7: Read Schwartz, "Thematic Relations and Case Linking in Russian" (1988)
Read Foley and VanValin, "A Synopsis of Role and Reference Grammar" (1993)
- Week 8: Read Langacker, "An Overview of Cognitive Grammar" (1988)
Read Lakoff, "The Contemporary Theory of Metaphor" (1993)
- Week 9: Read Fauconnier and Turner, excerpts from *The Way We Think: Conceptual Blending and the Mind's Hidden Complexities* (2002)
Read Jackendoff, "The Parallel Architecture and its Components" (2010)
- Week 10: Read Wierzbicka, "The Theory of the Mental Lexicon" (2009)
Read Levinson and Burenhult, "Semplates: A New Concept in Lexical Semantics?" (2009)
- Week 11: Read Kuno, "Functional Syntax" (1988)
Read Halliday and Matthiessen, excerpt from *An Introduction to Functional Grammar* (2004)
- Week 12: Wrap up Semantics/begin Pragmatics: Language Use, Deixis, Presupposition
Read Grundy, Chapters 1-3
**Paper #2 due
- Week 13: **Pragmatics: Speech Acts and Implicit Meaning
Read Grundy, Chapters 4-6
- Week 14: **Pragmatics: Politeness and Intercultural Communication

Read Grundy, Chapters 9 and 12

Final Project: Due in my office no later than date/time of final exam.