

1. General Information

1a. Submitted by the College of: ARTS & SCIENCES

Date Submitted: 9/10/2013

1b. Department/Division: Linguistics

1c. Contact Person

Name: Andrew Hippisley

Email: andrew.hippisley@uky.edu

Phone: 7-6989

Responsible Faculty ID (if different from Contact)

Name: Gregory Stump

Email: gstump@uky.edu

Phone: 7-1184

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: LIN 609

2c. Full Title: Advanced Semantics

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

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SENATE COUNCIL

2j. 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.

2k. Prerequisites, if any: LIN 509 or permission of the instructor.

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 15

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program: MA in Linguistic Theory & Typology (MALTT), now approved; its inaugural semester was fall 2012.

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

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

SIGNATURE|ZNNIKO0|Roshan N 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|ARHIPP2|Andrew R Hippisley|Dept approval for ZCOURSE_NEW LIN 609|20130215

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

Courses	Request Tracking
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New Course Form

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

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

Generate R

Attachments:

Upload File

ID	Attachment
Delete 1390	lin_609_advanced_semantics.pdf
<input type="button" value="First"/> 1 <input type="button" value="Last"/>	

Select saved project to retrieve...

(*denotes required fields)

1. General Information

- a. * Submitted by the College of: ARTS & SCIENCES Submission Date: 9/10/2013
- b. * Department/Division: Linguistics
- c.
 - * Contact Person Name: Andrew Hippisley Email: andrew.hippisley@uky.ec Phone: 7-6989
 - * Responsible Faculty ID (if different from Contact) Gregory Stump Email: gstump@uky.edu Phone: 7-1184
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year ¹
- e. Should this course be a UK Core Course? Yes No
 If YES, check the areas that apply:
 - Inquiry - Arts & Creativity Composition & Communications - II
 - Inquiry - Humanities Quantitative Foundations
 - Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
 - Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
 - Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes No
- b. * Prefix and Number: LIN 609
- c. * Full Title: Advanced Semantics
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed ² with (Prefix and Number):
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

<input type="text" value="3"/> Lecture	<input type="text"/> Laboratory ²	<input type="text"/> Recitation	<input type="text"/> Discussion
<input type="text"/> Indep. Study	<input type="text"/> Clinical	<input type="text"/> Colloquium	<input type="text"/> Practicum
<input type="text"/> Research	<input type="text"/> Residency	<input type="text"/> Seminar	<input type="text"/> Studio
<input type="text"/> Other If Other, Please explain:			
- g. * Identify a grading system: Letter (A, B, C, etc.) Pass/Fail Graduate School Grade Scale
- h. * Number of credits: 3
- i. * Is this course repeatable for additional credit? Yes No
 If YES: Maximum number of credit hours:
 If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * 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.

k. Prerequisites, if any:

LIN 509 or permission of the instructor.

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 15

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

The course will be of significant interest to graduate students in Philosophy and Computer Science.

8. * Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

MA in Linguistic Theory & Typology (MALTT), now approved; its inaugural semester was fall 2012.

b. * Will this course be a new requirement [§] for ANY program? Yes No

If YES [§], list affected programs::

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) ident additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if appl 10.a above) are attached.

- ¹³ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
- ¹⁴ The chair of the cross-listing department must sign off on the Signature Routing Log.
- ¹⁵ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, require two hours per week for a semester for one credit hour. (from SR 5.2.1)
- ¹⁶ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- ¹⁷ In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal Save Current Changes

LIN 609 Advanced Semantics**Day/Time/Place:** *TBD***Instructor:** *Gregory Stump***Email:** *gstump@uky.edu***Office phone:** *257-1184***Office address:** *1253 POT***Preferred method of contact:** *email***Office hours:** *days and times TBD*

Overview of course: 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 509 or permission of the instructor.

Student Learning Outcomes: 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.

Evaluation: 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:

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

Course policy on 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.

Course policy for 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 will be given at instructor's discretion only with proof as defined by S.R. 5.2.4.2. [http://www.uky.edu/Ombud/policies.php S.R. 5.2.4.2 defines the acceptable reasons for excused absences.]*

Course policy for submission of assignments: 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 policy on academic integrity: All assignments, projects, and exercises completed by students for this class should be the product of the personal efforts of the individual(s) whose name(s) appear on the corresponding assignment. Misrepresenting others' work as one's own in the form of cheating or plagiarism is unethical and will lead to those penalties outlined in the University Senate Rules (6.3.1 & 6.3.2) at the following website: http://www.uky.edu/USC/New/rules_regulations/index.htm. The Ombud site also has information on plagiarism found at <http://www.uky.edu/Ombud>.)

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.

Course Policy for Group work & student collaboration: Students sometimes ask whether it is permissible to work together on homework assignments. Here is the answer: it is fine — in fact it is desirable — for two or more students to discuss an assigned problem BEFORE they have begun formulating their answers in writing; but once a student has begun putting an answer down in writing, no consultation with other students is permitted. By university policy, the minimum penalty for handing in an answer any part of which is copied (or an answer from which another student has been allowed to copy) is an E for the assignment. Exceptionally, I will ask students to collaborate on an assignment; in those instances, the expected collaboration will be clearly specified in writing.

Tentative course schedule:

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