

LING 4009 A (Winter 2019)

Special Topic in Linguistics

Instructor: Dr. Ai Taniguchi **E-mail:** ai.taniguchi@carleton.ca
Office hours: Tu 4:30 - 6:00pm **Office:** 346 St. Patrick's Building

Class time: M/W 6:05 - 7:25pm **Classroom:** TB 213

1 Course outline and learning outcome

The full title of this special topics course is **Formal approaches to semantic variation and social meaning (and other non-at-issue meaning)**. This is an advanced course in formal semantics, particularly concerning semantic variation, social meaning, and other modes of non-truth-conditional meaning. We will address the following questions in this course:

- What kinds of meanings are there in language?
- What types of non-at-issue meaning are there in language?
- How does non-at-issue meaning interact with at-issue meaning?
- Can social meaning be formally modeled?
- How can we formally model the different types of non-at-issue meaning?

By the end of this course, you will:

- have an understanding of the complexities of natural language meaning;
- be able to explain the difference between at-issue and non-at-issue meaning;
- be able to explain the different types of non-at-issue meaning;
- be able to make semantic arguments using empirical observations;
- be able to analyze non-at-issue meaning using formal compositional tools;
- be able to read and analyze semantics papers;
- be able to write a semantics research paper.

This is a high-engagement class that aims to expand students' problem solving skills and logical reasoning strategies. Students are expected to actively engage in class discussions. You will learn semantics by *doing* semantics: you will discover semantic puzzles and analyze them as a class. You will benefit most in this class by engaging in the logical steps taken to reach the conclusion, not by just memorizing the conclusion. This also means that you will not be simply replicating class material on homework assignments and the final paper: you will be expected to apply the knowledge from class to new problems and produce novel analyses.

2 Prerequisites and preclusions

The prerequisites for this class are:

- LING3505 or PHIL3506, or permission of the Department of Philosophy or School of Linguistics and Language Studies.
- Third or fourth year standing (or permission of instructor)

3 Textbook

There is no textbook for this class. Readings from the primary literature will be assigned and posted on cuLearn with an indication of when each one should be read by.

4 Evaluation

You will be graded on the accuracy of your analyses, the logicalness of the reasoning in your argumentation, the insightfulness of your observations, and the depth and thoughtfulness of your discussion of data/analyses. You will be assessed via the items listed below. Here is the weight of each type of assessment for grade calculation purposes, as well as the scale used for assigning grades.

2 reading responses	(3.5% each)	7%	90-100	A+	67-69	C+
2 homework assignments	(9% each)	18%	85-89	A	63-66	C
Literature review		15%	80-84	A-	60-62	C-
Meeting with professor		4%				
In-class presentation		12%	77-79	B+	57-59	D+
Presentation attendance		4%	73-76	B	53-56	D
Final paper**		40%	70-72	B-	50-52	D-
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TOTAL		100%			0-49	F

****In order to pass this class, you MUST have an overall average of 50% or higher in the class AND submit a passing final paper. You canNOT pass this course without submitting a passing final paper.**

Your grade for each assessed item will be posted on cuLearn. Excepting the final paper, you will get graded assessments back in class or receive comments via cuLearn.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

5 Course Policies

5.1 Cheating and plagiarism

Academic dishonesty, including cheating and plagiarism, is not tolerated. Carleton University's academic integrity policy, including definitions and potential penalties, can be found at:

<http://www2.carleton.ca/studentaffairs/academic-integrity>.

The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This can include, but is not limited to:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgement in any academic assignment;
- using another’s data for research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works an/or failing to use quotation marks;
- handing in “substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.”

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course. Note that willingly allowing someone to plagiarize your answers is also considered a form of cheating, and will have equally serious consequences.

5.2 Requests for academic accommodations

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

- *Pregnancy obligation:* Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: <http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>
- *Religious obligation:* Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to

exist. For more details, visit the Equity Services website: <http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

- *Academic accommodations for students with disabilities:* If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. <http://carleton.ca/pmc>
- *Survivors of sexual violence:* As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <http://carleton.ca/sexual-violence-support>
- *Accommodation for student activities:* Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <http://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: <http://students.carleton.ca/course-outline>

5.3 Class handouts

- Class handouts are to be used for personal studying purposes only, and they are NOT to be distributed or shared with individuals outside of this course.
- Handouts are “fill-in-the-blanks” style. They are meant to *facilitate* note-taking, not *substitute* it.
- If you miss a class, it is your responsibility to catch up with notes. Handouts “with the blanks filled” will NOT be posted, and the instructor does not share lecture notes unless officially required by a student's accommodation needs. You must get your notes from a classmate (this is easy to do right before or after class), or set up an appointment with the instructor to catch up with the missed material.

5.4 Office hours, communication, and cuLearn

- E-mail correspondence and office visits are very strongly encouraged. If the office hours listed above do not work for your schedule, please make an appointment via e-mail.

- By provisions of the CUASA collective agreement, professors are NOT expected to answer student e-mails between 5:00pm to 8:30am or on weekends. This doesn't mean I won't ever respond during those times, but you should e-mail me within business hours if you want a quick response.
- Check your Carleton e-mail often. Important announcements, including deadline reminders and HW hints, will be sent to your Carleton e-mail via cuLearn.
- All class material will be posted on cuLearn.
- You are encouraged to ask questions in class. If you do not understand something, please ask!
- If you are struggling to keep up with the class content or are otherwise having issues (e.g., emergencies beyond your control), you need to let the instructor know as soon as possible.

5.5 E-mail and meeting etiquette

- **Your e-mail (either in the subject line or the email body) MUST contain the following things:**

1. First name and last name (e.g., *Luke Skywalker*)
2. Course number and section (e.g., *LING4009A*)

I teach a lot of classes and have a lot of students. This helps me identify you quickly.

- E-mails aren't text messages. You should have a greeting of some sort (e.g., *Hi Ai*), and you should always put your name at the end of the e-mail. Don't just send the body of the message.
- You CAN address me by my first name (in e-mail and in person). If you're uncomfortable with that, you can call me Dr. Taniguchi or Professor Taniguchi. Please don't call me Dr. Ai or Professor Ai. Definitely don't call me Ms./Miss Taniguchi (it's rude).
- Otherwise, I really don't care how formal or informal the tone of your e-mail is. Here is an example of a good e-mail message:

From: luke.skywalker@carleton.ca
To: ai.taniguchi@carleton.ca
Subject: LING4009A - Question about Assignment 1 (Luke Skywalker)

Hi Ai,

This is Luke Skywalker from LING4009, Section A. I had a question about section 2, question 1 on Assignment 1. When we do the step-by-step computation, should we use an extensional or an intensional denotation?

Thank you,
 Luke Skywalker

- If you have a question about homework or anything else concerning class, please exhaust *all* of your resources before asking. Have you checked your notes? The syllabus? The readings?

- Please make your question as specific as possible in an e-mail. “I don’t get X” is not a question. It makes things much easier for your TA and I if you tell us what exactly about X is confusing you and what you want to know.
- If you are so lost that you don’t know what to even ask, you really need to set up an appointment with me to meet in person.
- It’s not guaranteed that the instructor/TA will respond to last-minute e-mails (e.g., right before class, right before a deadline, etc.). Manage your time efficiently.
- Similarly, during office hours, you need to come prepared with questions. You need to have attempted the homework and done what you can of the homework before coming to office hours. You will be sent back if you have not read through and attempted the homework before coming to office hours.
- Office hours is not “do your homework in my office” time. The TA and the instructor there to answer your questions, but you need to go home and actually do your homework on your own.

6 Coursework

6.1 Reading responses

- Reading response questions will be posted on cuLearn as a PDF file. Please type your responses. You don’t need to attach the question sheet when you turn in your assignment.
- Reading responses should be double spaced, 12pt Times New Roman font.
- Reading responses should not be more than one page.
- There are 2 (two) reading responses total. Each one is worth 3.5% of your entire grade.
- Turn in a hardcopy of your response at the beginning of class on the due date indicated on the schedule.
- In a reading response, you will give a brief review of a particular paper.
- Responses can include (but are not limited to):
 - what you found interesting about the paper and why;
 - things you agree with the author on (data, analysis, etc.) and why;
 - things you disagree with the author on (data, analysis, etc.) and why;
 - counterexamples to the paper’s analysis;
 - how the paper might be related to something else we’ve discussed in class;
 - how you feel about the author’s writing style or clarity;
 - things you understood;
 - things you did not understand or want to know more about.

Note that “I liked / didn’t like the paper” does not count as a response, and neither does simply summarizing the paper.

- A more detailed guide for reading responses will be posted on cuLearn.

6.2 Homework assignments

- Homework assignments will be posted on cuLearn as a PDF file. Please type your responses. You don't need to attach the question sheet when you turn in your assignment.
- Homework assignments are always due at the beginning of class on the due date indicated on the schedule. Turn in a hardcopy. Late work is not accepted. No exceptions.
- There are 2 (two) assignments total. Each one is worth 9% of your entire grade.
- Homework is individual work. Discussion of problems with your classmates is fine, but the answers you write need to be in your own words. Copying answers from a classmate and letting a classmate copy your answers are both forms of cheating. Don't cheat. Please submit your own work. If you work with someone on an assignment, write their name(s) on your assignment.

6.3 Final paper

- You will write a final paper on a topic concerning non-at-issue meaning.
 - Your paper is worth 40% of your entire grade.
 - As a vague guideline, you should aim for 9 to 13 pages for your paper, not including the bibliography. In the end I'm looking for quality not quantity, so don't lose sleep over only having 8 or 9 pages if your paper kicks ass. Please don't exceed 15 pages of content.
 - Use 12pt font, double spacing.
 - Use APA style for your bibliography.
 - Plagiarism is a serious offence. Cite your sources properly and don't steal people's words and ideas. More on this in class.
 - A more detailed guide for the final paper will be posted on cuLearn. We will also explicitly discuss how to write a semantics paper in class (see schedule).
 - Your final paper is due by the last day of exam week (see schedule), at 5:00pm. Submit it on cuLearn.
- ★ **In order to pass this class, you MUST have an overall average of 50% or higher in this class AND submit a passing final paper. You canNOT pass this course without submitting a passing final paper.**

6.4 Literature review

- You will write a critical review of a paper you've read for class.
- The literature review is worth 15% of your entire grade.
- In a literature review, you will do the following things:
 - Summarize important aspects of the paper

- Summarize the analysis in the paper
- Critically evaluate the paper
- Use 12pt font, double spacing.
- As a general guideline, you should shoot for three to five pages for the lit review.
- A more detailed guide for literature reviews will be posted on cuLearn. There is also a class where we will discuss how to write an effective literature review.

6.5 Meeting with professor

- About halfway through the semester, there is a week where we will not meet for class (check the schedule for dates). This is our official “meeting week”. You will sign up for a slot to meet with the instructor during that week. This meeting will be crucial for writing a successful paper.
- At this meeting, you will present to me your ideas for your final paper. I will give you feedback and literature you should read.
- The meeting will be a maximum of 15 minutes per student. Don’t be late, and don’t go over time.
- The meeting is obligatory. It is worth 4% of your grade.
- At least two weeks before the meeting week, a document called “Meeting Preparation” will be posted on cuLearn. You **MUST** complete this prior to your appointment and bring it with you to the meeting.
- The grade is pass/fail for the meeting (i.e., you’ll get either a 0% or a 100%). If you don’t show up to your meeting, you will get a 0%. If you show up unprepared (e.g., without the Meeting Preparation sheet), you will get a 0%. If you show up to your meeting prepared, you will get a 100%.
- You are of course always welcome to make appointments with me at other times during the semester if you wish to check in regarding your paper. In fact, you are encouraged to do so. However, note that meetings outside of the official meeting week does **NOT** count as the official meeting (i.e., meetings outside of this week do not count toward your 4%).

6.6 In-class presentation

- You will present your work-in-progress with your final paper in class. There are five days for presentations. Presentation days will be randomly selected.
- The maximum presentation time is 10 minutes. Going over time will count negatively towards your assessment. Leave time for questions. Aim for 7 minutes of presentation and 3 minutes of questions.
- Prepare a handout (you must print them yourself) or slides for your presentation. If you choose to use a handout, it should not exceed two pages (one sheet, double sided is recommended). There are no limits for the number of slides, but you should be mindful of the allotted time. Slides **MUST** be e-mailed to the instructor by 1:00pm of the day of your presentation.
- Tips for presentations will be posted on cuLearn.

- The presentation itself is worth 12% of your grade. You will be assessed on your research, analysis, clarity, and engagement. A more specific grading rubric for presentations will be posted on cuLearn.
- Attending your classmates' presentations is worth 4% of your entire grade. During presentation weeks, attendance will be taken in class. There are five days for presentations, one of which you are presenting on. Each day that you're not presenting on is worth 1% of your entire grade (making it a total of 4%).

7 Schedule

Schedule subject to change. Students will be notified if the schedule changes.

✓ = Assignment posted on cuLearn ⊕ = Assignment due

MONDAY	WEDNESDAY
1/7 Introduction Review: formal semantics	1/9 Intensions I ✓ Assignment 1 assigned
1/14 Intensions II	1/16 Types of non-at-issue meaning
1/21 Conventional Implicatures I ✓ Reading Response 1 assigned ⊕ Assignment 1 due	1/23 Conventional Implicatures II
1/28 Illocutionary meaning Dynamic semantics I ⊕ Reading Response 1 due	1/30 Dynamic semantics II
2/4 Assignment 1 review How to write a lit review	2/6 Dynamic semantics III Thinking about social meaning
2/11 Meeting week (no class)	2/13 Meeting week (no class)
2/18 WINTER BREAK (no class)	2/20 WINTER BREAK (no class)

MONDAY	WEDNESDAY
2/25 Social meaning I Social indexes ⊖Lit review due	2/27 Social meaning II Formal approaches to social meaning
3/4 Social meaning III Honorifics and register ✓Reading Response 2 assigned	3/6 Discourse markers Internet language
3/11 Gray areas: social meaning or nah? ⊖Reading Response 2 due	3/13 Catch-up How to write a semantics paper Presentation tips
3/18 Semantic variation and change ✓Assignment 2 assigned	3/20 Remaining topics
3/25 Presentation Day 1	3/27 Presentation Day 2
4/1 Presentation Day 3 ⊖Assignment 2 due	4/3 Presentation Day 4
4/8 Assignment 2 review Wrap-up	4/10 NO CLASS (Since we lost a day to the snowstorm on 2/13, this day is available for an extra day; but I'm not using it)

⚠ FINAL PAPER DUE DATE: SATURDAY, 27 APRIL 2019 AT 5:00PM

Submit your final paper on cuLearn by the deadline.