LING 341 : SEMANTICS

TTh 1:10–2:30 PM, Eliot 123

Course Syllabus
Spring 2013

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Office hrs: Mon 1:30–2:30, Tue 4:00-6:00, or by appointment

PREREQUISITES
LING 323 Introductory Syntax (or equivalent), or permission from the instructor, is required to take this course. For students who have previously taken LING 211 Introduction to Linguistic Analysis (or equivalent), LING 323 and LING 241 may be taken concurrently.

TEXTBOOKS

In Course Outline and Readings (see below), these books are listed as ‘Allwood’, ‘Cann’, and ‘Portner’, respectively. All three are available for purchase in the bookstore, though only Cann is required while the other two are recommended for purchase. Limited copies of each book are also available on 2-hour reserve in the Library. Allwood gives background on those aspects of set theory and formal logic which it is useful for semanticists to know about, while Cann and Portner provide introductions to formal linguistic semantics proper. Portner offers a very elementary overview of the major concepts and research questions, and largely avoids formal notation, while Cann offers a more thorough and technical discussion. Chapters from these books will be supplemented by additional readings, available on print reserve and through the course Moodle page.

FOCUS OF THE COURSE
Semantics is the branch of linguistics which deals with the relationship between the form and meaning of linguistic expressions (morphemes, words, phrases, sentences, etc.). Like phonology, morphology, and syntax, semantics is ultimately concerned with mental grammar, the system of
abstract principles or rules which underlies our ability to use human language—in this case, those principles or rules which inform our ability to interpret expressions.

The basic project of formal semantics is to develop a theory which accounts for how the meaning of a complex linguistic expression is built up from the meanings of its component parts and how those parts are combined (compositionality). In order to be explanatorily adequate, this theory must successfully predict native speaker intuitions about meaning relations such as entailment, presupposition, and ambiguity. Formal semantic theories are couched in a notationally explicit calculus, or metalanguage. A large part of this course will involve looking at fragments of metalanguage for semantics (derived in part from work in syntax, mathematics, and especially formal logic), and exploring the ways they can be used to say things about natural language expressions. We will also look at related issues, such as word meaning and the syntax-semantics interface.

Many linguists treat pragmatics as a sub-field of semantics, while others regard semantics and pragmatics as separate but related fields. Pragmatics deals with how speakers use language to perform different kinds of communicative tasks (making assertions, asking questions, issuing commands, promising, etc.). Broadly speaking, pragmatics explores how people ‘mean things’ when they use linguistic expressions, rather than what the expressions themselves ‘mean’. Although we will have a number of things to say about pragmatic issues in this course, our primary focus will be on semantics narrowly defined—that is, the study of the ‘notional content’ of expressions, irrespective of how those expressions are used to communicate particular ideas or intentions in particular contexts.

Lectures and discussion will be based on textbook chapters, supplemented with outside readings. We will also do a number of in-class exercises, both to practice the formalisms we will be learning, and to explore how they can be applied to various problems in the data. The written work for the course will consist of periodic problem sets plus a final exam.

**COURSE REQUIREMENTS, POLICIES, DEADLINES**

Students will be expected to complete all assigned readings, attend every class meeting, and participate in discussion on a regular basis. Students may also be asked to lead the discussion from time to time, or present supplementary material in class. In addition, students will be required to complete six problem sets (see below) and a comprehensive take-home exam. The problem sets will count for approximately **60%** of the course grade, the final exam **25%**, and participation **15%**.

Written work must be turned in on time if you wish to receive full credit and comments. Late assignments will be penalized 10% of total points for each day they are late, unless you receive an extension from me in advance. Extensions will normally only be granted in cases of non-academic difficulties, such as an illness or family emergency. Late work will not be accepted for credit if it is turned in after the assignment has been handed back with comments. Moreover, late assignments may receive minimal comments. Assignments will be handed out in class and also posted on Moodle. Tentative due dates are listed below (I will inform you of any changes as we go along):

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<thead>
<tr>
<th>Problem Set</th>
<th>Handed Out</th>
<th>Due in Class</th>
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<tbody>
<tr>
<td>PS1</td>
<td>5 February</td>
<td>14 February</td>
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<tr>
<td>PS2</td>
<td>14 February</td>
<td>28 February</td>
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<tr>
<td>PS3</td>
<td>28 February</td>
<td>14 March</td>
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<td>PS4</td>
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<td>4 April</td>
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<td>PS5</td>
<td>4 April</td>
<td>18 April</td>
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<tr>
<td>PS6</td>
<td>18 April</td>
<td>2 May</td>
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Please type your assignments. I prefer to receive your assignment in hard copy form; however, I will also accept assignments electronically if they are emailed to me before the beginning of the class in which they are due. In the latter case, assignments should be submitted as PDF documents.

Note that problem sets are not assigned with the expectation that you will be able to complete them without help. It is perfectly acceptable to consult with me before an assignment is due if you are having trouble with any of the questions. As in all my classes, you are encouraged—indeed, expected—to work on assignments together, so long as you write up your answers separately and in your own words. So find yourself a study partner (or two, or three) as soon as you can!

COURSE OUTLINE AND READINGS

The following outline lists the topics I intend to cover, and the approximate order in which we will cover them, together with numbered reading assignments for each unit (readings are required unless otherwise indicated). This outline is subject to change, and I do not anticipate that we will necessarily get through all the topics listed here. As is usual in my classes, the topics and readings are not assigned to particular weeks. Rather than trying to stick to a predetermined schedule, we will simply set the pace as we go along and get through as much of the material as we can. I will let you know in class which readings you should be working on for the following week or two.

Supplementary readings (not from Cann, Portner, or Allwood) are available on two-hour print reserve, e-reserve, and/or from the bound periodicals section of the Library. Call numbers are given for items on print reserve, while items marked “Moodle” can be accessed on e-reserve from the Moodle page.

A. Dimensions of Meaning

7. Chierchia and McConnell-Ginet, chapter 2 ‘Denotation, truth, and meaning’ (sections 1–3.1 and section 4), Meaning and Grammar: An Introduction to Semantics, pp. 55–73, 99–110. (You may read the rest of section 3, pp. 73–98, or you may skim it, or skip it altogether; the formalisms presented in this section will be properly introduced in later readings.) [Moodle, P325.C384 2000]
B. An Elementary Compositional Semantics for Natural Language


9. Portner, chapter 2 ‘Putting a meaning together from pieces’, pp. 28–39; chapter 3 ‘More about predicates’ (through section 3.5), pp. 40–54. (Section 3.5, pp. 49–54, is recommended, but we won’t be discussing this material in class.)


15. Cann, chapter 4 ‘Type theory’, pp. 82–111.


C. Noun Phrase Semantics, Scope, and Quantification


17. Portner, chapter 5 ‘Complexities of referring expressions’, pp. 78–111.


**D. Lexical Meaning and Inference**


**E. Meaning and Context: Places, Times, Intensions, and Possible Worlds**


33. Portner, chapter 8 ‘Tense, aspect, and modality’ (continued), pp. 154–160.


**F. Meaning and Discourse: Semantics Meets Pragmatics**


