

<b>Course:</b>	Pragmatics (01:615:350)
<b>Instructor:</b>	Dr. Kristen Syrett (k-syrett (at) rucss.rutgers.edu)
<b>Meetings:</b>	Tuesdays and Fridays 10:20 am -11:40 am
<b>Location:</b>	T. Alexander Pond Science and Engineering Resource Center (SEC-218) 118 Frelinguysen Rd (behind Physics & Hill Ctr.), Busch Campus
<b>Office Hours:</b>	Fridays 1:00-2:00 pm, Linguistics Rm. 303 (Third Floor) (18 Seminary Place, College Ave. Campus), and by appointment <i>Please use the Sign-Up tool on the Sakai site, if you are planning on stopping by for office hours.</i>

### Course Description

Sure you know how to communicate with other people, but how aware are you of *what* you are saying, *how* you are saying it, and *why* you chose certain words or constructions? When communication proceeds smoothly, or you encounter bumps (or even potholes), do you know why? These are central issues that make up the foundation for this course. This course is about **Pragmatics**, the subfield of Linguistics devoted to understanding the way that language is used in context, and aspects of meaning that extend beyond the truth-conditional component. We will focus on the relationship between semantics and pragmatics, explore a range of theoretical and experimental research on topics in pragmatics, and apply these concepts to word learning.

### Course Learning Goals and Objectives

- Gain technical mastery over the tools of linguistic analysis in pragmatics
- To become more aware of language usage in context (your own language and that of others)
- To understand the distinction between semantics and pragmatics and what is meant by each
- To learn about the range of topics covered under pragmatics
- To become acquainted with notable researchers who have made contributions in this area
- To learn more about psycholinguistic and developmental experimentation in this area: how experiments arise from theoretical claims and hypotheses, what methodologies are used, and how experimental results inform linguistic (pragmatic and semantic) theory
- For majors and minors: To add to your technical and conceptual repertoire in the field of Linguistics as you complete a (core) course as part of your major or minor.

### Course Website

- This Pragmatics course has a website on Sakai (<http://sakai.rutgers.edu>).
- Log on using your netid and password. Once logged in, please look for the course in your active course tabs. Click on the appropriate link. There, you will find links for course content, readings, other resources, the discussion forum, your dropbox, etc.
- If you encounter difficulty using Sakai, please contact their friendly and informative helpdesk.

## Course Requirements

There are four main course requirements.

- Class participation (20%)
  - You are required to attend each class, and to be an active participant in each class.
  - When you enter the classroom, please turn off your cell phone (or any other handheld device) and put it away. Your final grade may go down 1 point every time your cell phone goes off, or you are seen texting, online chatting, talking on the phone, or emailing in class.
- Assigned Readings and Reaction Comments (20%)
  - Come to the class with questions and points of clarification.
  - On the days where there is no class, there will be an additional at-home assignment counting towards this component of your grade.
  - There is no assigned textbook. All readings will be pdfs or doc files available on the Course Sakai website in the “Resources” area. Note that in some cases, you are only asked to read certain sections of the assigned reading.
  - Please see the schedule and the last two pages of this syllabus for all source readings, and the selected assigned and optional readings. (*Be sure to note among these which are required for class each week, signaled in the schedule!*)
  - ***Do not wait until the last minute to do these readings!*** I have tried to select the clearest and most accessible references for you, but even so, some of these papers can be quite challenging to get through – especially if you have little linguistic and/or experimental background! You are not expected to understand everything, but do your best to make it through them, and generate thoughts and questions for me and your peers. Do not be fooled by page length; even shorter papers can be tricky!
  - Post a comment and/or contribute to discussions related to the assigned reading and course content on the forum section of the course website by 5 pm the day before class (i.e., Monday at 5 pm for a Tuesday class; Thursday at 5 pm for a Friday class). You must post at least one comment a week. These contributions must be substantive! They must be at least a paragraph in length and include some sort of reaction on your part to the reading or in-class content or discussion. You will not get credit for a post that does not have these characteristics.
- Midterm Exam (30%)
  - We will have an in-class midterm exam in mid-October (10/19) covering material through the week before that class (weeks 1-6).
- Final Exam (30%)
  - We will have a final exam on the day and time designated by the University. It will be cumulative, covering all material in the course. See <https://finalexams.rutgers.edu/> for the schedule.

[Extra Credit]

[Policies]

### Schedule, Topics, and Readings

Week	Day, Date	Topic	Readings
1	Tuesday, 9/4 Friday, 9/7	Pragmatics, Semantics, Meaning	<i>required:</i> Chierchia & McConnell-Ginet (2000) <i>optional:</i> n/a
2	Tuesday, 9/11 Friday, 9/14	Conversational Implicature	<i>required:</i> Chierchia & McConnell-Ginet (2000), Grice (1975) <i>optional:</i> Hirschberg (1985), Horn (2008), Sadock (1978)
3	Tuesday, 9/18 Friday, 9/21	Discourse Context, Presupposition	<i>required:</i> Stalnaker (1974) <i>optional:</i> Stalnaker (1998)
4	Tuesday, 9/25 Friday, 9/28	Presupposition, Accommodation	<i>required:</i> Lewis (1979) <i>optional:</i> Stalnaker (2002)
	Tuesday, 9/25	Craig Roberts RuCCS talk: 1 pm, Psychology 101, Busch Campus	
5	Tuesday, 10/2 Friday, 10/5	Presupposition Projection, At-Issue-ness	<i>required:</i> Karttunen (1973), Simons <i>et al.</i> (2010) <i>optional:</i> Heim (1988), Chemla & Bott (2011)
6	Tuesday, 10/9 Friday, 10/12	Conventional Implicatures	<i>required:</i> Karttunen & Peters (1979), Potts (2007) <i>optional:</i> Harris & Potts (2009)
7	Tuesday, 10/16	Midterm Review	
	Friday, 10/19	<b>**MIDTERM EXAM**</b>	
8	Tuesday, 10/23 Friday, 10/26	Reference and Definiteness	<i>required:</i> Donnellan (1966), Heim (1991) <i>optional:</i> Strawson (1950)
9	Tuesday, 10/30	Speech Acts and Performatives	<i>required:</i> Austin (1979), Chierchia & McConnell-Ginet (2000) <i>optional:</i> Diesing (2007), Searle (1965), Searle (1989)
	Friday, 11/2	<i>No class (BUCLD) – at-home assignment</i>	
10	Tuesday, 11/6 Friday, 11/9	Context Dependence and Predicates	<i>required:</i> Lasnik (2005), Syrett <i>et al.</i> (2010) <i>optional:</i> n/a
11	Tuesday, 11/13	Experiments on Implicature	<i>required:</i> Doran <i>et al.</i> (2012) <i>optional:</i> n/a
	Friday, 11/16	<i>No class – at-home assignment</i>	
12	Wed., 11/21 (Friday class)	Experiments on Implicature (cont'd)	<i>required:</i> Breheny <i>et al.</i> (2012) <i>optional:</i> Bott & Noveck (2004)
	Friday, 11/23	<i>No classes – Happy Thanksgiving!</i>	
13	Tuesday, 11/27 Friday, 11/30	Experiments on Scalar Implicature in Child Language	<i>required:</i> Guasti <i>et al.</i> (2005), Hirschberg (1985), Papafragou & Tantalou (2004) <i>optional:</i> Miller <i>et al.</i> (2005), Noveck (2001)
14	Tuesday, 12/4 Friday, 12/7	Pragmatics in Word Learning	<i>required:</i> Diesendruck & Markson (2001), Moll <i>et al.</i> , (2006) <i>optional:</i> Grassmann <i>et al.</i> (2009)
15	Tuesday, 12/11	<i>Open (reserved for extra class as needed, or final exam review)</i>	
	Exam Week	<b>**FINAL EXAM**</b>	

## Course Topics and Readings

Required readings are in **BOLD**. Others readings are optional. Please note that in some cases, you are not asked to read the entire selection, as indicated in [ ]. **I will also be drawing from Levinson, Stephen. (1983). *Pragmatics*. Cambridge: Cambridge University Press.**

### WEEK 1 – Pragmatics, Semantics, and Meaning

**Chierchia, Gennaro, & McConnell-Ginet, Sally. (2000). *Meaning and grammar: An introduction to semantics*. Cambridge, Mass: MIT Press. [Chapter 1: Sections 1 and 3 only]**

### WEEK 2– Conversational Implicature

**Chierchia, Gennaro, & McConnell-Ginet, Sally. (2000). *Meaning and grammar: An introduction to semantics*. Cambridge, Mass: MIT Press. [Chapter 4: section 5 only]**

**Grice, H. Paul. (1975). *Logic and conversation*. In H. Paul Grice (Ed.), *Studies in the Ways of Words*. Cambridge: Harvard University Press. Reprinted in P. Cole & J. L. Morgan (Eds.) *Syntax and Semantics, Vol. 3: Speech Acts* (pp. 41-58). New York: Academic Press.**

Hirschberg, J. (1985). *A theory of scalar implicature*. Doctoral dissertation, University of Pennsylvania. [Chapter II only]

Horn, Laurence R. (2008) Implicature. In L. R. Horn and G. Ward (Eds.), *The Handbook of Pragmatics* (pp. 2-28). Oxford: Blackwell Publishing Ltd.

Sadock, Jerold. (1978). On testing for conversational implicature. In P. Cole (Ed.), *Syntax and Semantics, Vol. 9: Pragmatics* (pp. 281-297). New York: Academic Press.

### WEEK 3 – Discourse Context, Presuppositions

**Stalnaker, Robert. (1974). *Pragmatic presuppositions*. In R. Stalnaker (Ed.), *Context and Content* (pp. 47-62). Oxford: Oxford University Press.**

Stalnaker, Robert. (1998). On the representation of context. *Journal of Logic, Language and Information*, 7, 3-19

### WEEK 4 – Presupposition, Accommodation

**Lewis, David. (1979). *Scorekeeping in a language game*. *Journal of Philosophical Logic*, 8, 339-359.**

Stalnaker, Robert. (2002). Common ground. *Linguistics and Philosophy*, 25, 701-721.

### WEEK 5 – Presupposition Projection, At-Issue-ness

**Karttunen, Lauri. (1973). *Presuppositions of compound sentences*. *Linguistic Inquiry*, 4, 169-193.**

**Simons, Mandy, Tonhauser, Judith, Beaver, David, & Roberts, Craige. (2010). *What projects and why*. *Proceedings of Semantics and Linguistics Theory (SALT) 20* (pp. 309-327).**

Chemla, Emmanuel, & Bott, Lewis. (2011). Processing presuppositions: Dynamic semantics vs pragmatic enrichment. *Language and Cognitive Processes, iFirst*, 1-20.

Heim, Irene. (1988). On the projection problem for presuppositions. In R. van der Sandt (Ed.), *Presupposition, lexical meaning and discourse processes: Workshop reader*.

## WEEK 6 – Conventional Implicatures

- Karttunen, Lauri, & Peters, Stanley. (1979). Conventional implicature. *Syntax and Semantics, Vol. 11: Presupposition* (pp. 1-56). New York: Academic Press. [Sections 1, 2, 3, 7 only]
- Potts, Chris. (2007). Conventional implicatures, a distinguished class of meanings. In G. Ramchand & C. Reiss (Eds.), *The Oxford handbook of linguistic interfaces* (pp. 475-502). Oxford: Oxford University Press. [Sections 1-4 only]
- Harris, Jesse, & Potts, Chris. (2009). Perspective-shifting with appositives and expressives. *Linguistics and Philosophy*, 32, 523-552. [Not section 5 (corpus study)]

## WEEK 7 – MIDTERM

## WEEK 8 – Reference and Definiteness

- Donnellan, Keith. (1966). Reference and definite descriptions. *The Philosophical Review*, 75, 281-304.
- Heim, Irene. (1991). Articles and definiteness. In A. von Stechow & D. Wunderlich (Eds.), *Semantics: An international handbook of contemporary research* (pp. 487-535). Berlin: de Gruyter. [Sections 1,1, 1.2.3, 2.1 only]
- Strawson, P. F. (1950). On referring. *Mind*, 59, 320-344. [Section III especially]

## WEEK 9 – Speech Acts and Performatives

- Austin, John Langshaw. (1979). Performative utterances. In J. O. Urmson & G. J. Warnock (Eds.), *J. L. Austin Philosophical Papers*. 3<sup>rd</sup> Edition. Oxford: Oxford University Press.
- Chierchia, Gennaro, & McConnell-Ginet, Sally. (2000). *Meaning and grammar: An introduction to semantics*. Cambridge, Mass: MIT Press. [Chapter 4: section 4 only]
- Diesing, Molly (with McConnell-Ginet, Sally). (2007). How to do things with words and wands: The pragmatics of casting spells. Ms. [Just for fun! Focus on Sections 1 and 3]
- Searle, John. (1965). What is a speech act? In M. Black (Ed.), *Philosophy in America* (pp. 221-239). Ithaca: Cornell University Press.
- Searle, John. (1989). How performatives work. *Linguistics and Philosophy*, 12, 535-558.

## WEEK 10 – Context Dependence and Predicates

- Laserson, Peter. (2005). Context dependence, disagreement, and predicates of personal taste. *Linguistics and Philosophy*, 28, 643-686. [not pp. 664-668, or sections 6.2, 7.1]
- Syrett, Kristen, Kennedy, Christopher, & Lidz, Jeffrey. (2010). Meaning and context in children's understanding of gradable adjectives. *Journal of Semantics*, 27, 1-35.

## WEEKS 11, 12 – Experiments on Implicature

- Breheny, Richard, Ferguson, Heather, & Katsos, Napoleon. (2012). Investigating the timecourse of accessing conversational implicatures during incremental sentence interpretation. *Language and Cognitive Processes*, iFirst, 1-25.
- Doran, Ryan, Ward, Gregory, Larson, Meredith, McNabb, Yaron, & Baker, Rachel E. (2012). A novel experimental paradigm distinguished between what is said and what is implicated. *Language*, 88, 124-154.
- Bott, Lewis, & Noveck, Ira. (2004). Some utterances are underinformative: The onset and time course of scalar inferences. *Journal of Memory and Language*, 51, 437-457.

### **WEEK 13 – Experiments on Scalar Implicature in Child Language**

- Guasti, Maria Teresa, Chierchia, Gennaro, Crain, Stephen, Foppolo, Francesca, Gualmini, Andrea, Meroni, Luisa. (2005). Why children and adults sometimes (but not always) compute implicatures. *Language and Cognitive Processes*, 20, 667-696.
- Hirschberg, J. (1985). *A theory of scalar implicature*. Doctoral dissertation, University of Pennsylvania. [Chapter III only, excluding sections 3.2.3 and 3.3.4]
- Papafragou, Anna, & Tantalou, Nicki. (2004). Children's computation of implicatures. *Language Acquisition*, 12, 71-82.
- Miller, Karen, Schmitt, Cristina, Chang, Hsiang-Hua., Munn, Alan. (2005). Young children understand *some* implicatures. In A. Brugos, M. Clark-Cotton, & S. Ha (Eds.), *Boston University Conference on Language Development (BUCLD) 29 Proceedings* (pp. 389-400). Somerville, Mass: Cascadilla Press.
- Noveck, Ira. (2001). When children are more logical than adults: Experimental investigations of scalar implicature. *Cognition*, 78, 165-188.

### **WEEK 14 – Pragmatics in Word Learning**

- Diesendruck, Gil, & Markson, Lori. (2001). Children's avoidance of lexical overlap: A pragmatic account. *Developmental Psychology*, 37, 630-641.
- Moll, Henrike, Koring, Cornelia, Carpenter, Malinda, & Tomasello, Michael. (2006). Infants determine others' focus of attention by pragmatics and exclusion. *Journal of Cognition and Development*, 7, 411-430.
- Grassmann, Susanne, Stracke, Marén, & Tomasello, Michael. (2009). Two-year-olds exclude novel objects as potential referents of novel words based on pragmatics. *Cognition*, 112, 488-493.

### **EXTRA Resources – Beyond Grice: Neo-Griceans, Relevance Theory**

#### Neo-Griceans

- Horn, Laurence R. (1984). Toward a new taxonomy for pragmatic inference: Q-based and R-based implicature. In D. Schiffrin (Ed.), *Meaning, Form, and use in context: Linguistic applications* (pp. 11-40). Washington, DC: Georgetown University Press.
- Levinson, Stephen. *Pragmatics*. Cambridge: Cambridge University Press.

#### Relevance Theory

- Sperber, Dan & Wilson, Deirdre. (2005). Pragmatics. In F. Jackson & M. Smith (Eds.), *Oxford handbook of contemporary philosophy* (pp. 468-501). Oxford: Oxford University Press.
- Wilson, Deirdre, & Sperber, Dan. (2002). Relevance theory: A tutorial. In Y. Otsu (Ed.) *Proceedings of the 3<sup>rd</sup> Tokyo conference on psycholinguistics* (pp. 45-70). Tokyo: Hituzi Shobo.
- Wilson, Deirdre, & Sperber, Dan. (2004). Relevance Theory. In L. Horn & G. Ward (Eds.), *The handbook of pragmatics* (pp. 607-632). Oxford: Blackwell.