Advanced Undergraduate Seminar:

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Fall 2022
“Exploring Negation”
Prof. Viviane Déprez

Class time and place: Tuesday - Thursday 3:50-5:10 Scott Hall 114

Instructor: Prof. Viviane Déprez
Contact Information: Room 201, 18 Seminary Place; deprez@linguistics.rutgers.edu

Student Support hours: Th 5.10 - 6-10 in person, or by appointment (possibly on Zoom)
For appointments contact me by e-mail at the above address or through the Canvas Class website.

Canvas Course website: https://rutgers.instructure.com/courses/188484

- For technology help you may visit the Rutgers Student Tech Guide website for resources: https://it.rutgers.edu/technology-guide/students/#new-brunswick
- If you do not have the appropriate technology for financial reasons, please email the Dean of Students at deanofstudents@echo.rutgers.edu for assistance. If you are facing other financial hardships, please visit the Office of Financial Aid: https://financialaid.rutgers.edu/
- You can get support for your course’s in-room technology in general purpose classrooms from Digital Classroom Services: https://dcs.rutgers.edu/classrooms/in-class-technology

Department Learning Goals:

Students will:
- reason about language scientifically;
- demonstrate knowledge of cross-linguistic variability and universal patterns in language
- evaluate a range of views on the nature, origin, and/or structure of language; and identify what someone knows when they know a language.
- Students who take the core courses will demonstrate technical mastery over the tools of linguistic analysis in syntax, phonology, semantics and pragmatics and apply linguistic theory in these areas.
- They will investigate and analyze linguistic data; demonstrate strong problem-solving skills; extend their understanding of theoretical linguistics into other domains of linguistic research; apply the techniques of linguistics to new topics; and access current research in the field.
Course Learning Goals:

- Students will apply the tools of linguistic analysis from the core courses to a particular topic.
- Students will identify projects related to the topic of the course.
- Students will search a variety of resources for material relevant to their project.
- Students will work in teams to present their findings in a structured format.
- Students will respond to questions and comments about their project.

Textbook:
There is no textbook for this course. Required readings will be available on the course Canvas site, under the relevant modules.

Evaluation:

There is no final exam for this course. You will have.
- 2 take-home assignments and one take home exam that you will do individually (Unit 1).
- 2 presentations, one joint (Language Presentation) and one individual (Research Topic Pitch) while you search and settle upon a topic (Unit 2).
- You will then work in teams of four students to create a poster exploring some aspect of Negation. In that process you will have a joint Progress report and a final presentation (Unit 3) where you will answer questions about your poster. Groups will present their posters to the linguistics department, on December 8th 2022.

Grades: Pass/No credit

To pass the course, you must have a final score of at least 70%.

Warning Grades will be given midcourse to signal if poor attendance or/and poor performance could endanger your success in the class.

Course requirements:

1 Exam and 2 Assignments: 20%
- 2 introductory assignments 12%
- 1 Exam 8%

4 Presentations: 40%
- Language presentation: discuss negation in Language X (Group of 4 students): 15%
- Project pitch (individual, by yourself): 10% (the topic you would like to research)
- Preliminary project report (Group of 4 students (possibly distinct from the previous one)): 5%
- Final POSTERS presentation (Group 4 students same as the previous): 10%
- The Final POSTERS have to be sent for printing on Tuesday December 6 Noon (ABSOLUTE Deadline) and should be sent for printing to: annes@psych.rutgers.edu . All posters should be sent with the same subject line:
  linguistics poster_lastname
Participation: 10%
There is no penalty for missing up to two class periods.
After that, you may lose 5 points on your participation grade per class period missed.

Final poster: 30%

Group Language Presentation and Research Project Reports:
Divide work among members before the presentations in class.
Grade your fellow team members on a scale of 100 on the basis of delivering on what they agreed to do – submit your grade in your presentation part *with justification*. Presentations are graded by other groups on a scale of 100 and by instructor. The final presentation grade will be averaged out. I will provide more details in due course.

Policy on attendance:
Students are expected to attend all classes (see note for the participation grade); if you expect to miss one or two classes, please use the University absence reporting website (sims.rutgers.edu/ssra) to indicate the date and reason for your absence. An email is automatically sent to me. After 2 absences (2 class Periods), points will be deducted at 5 points per class period, unless there is a documented valid reason for it.

Academic integrity:
It is unethical and unacceptable to pass off anyone else’s work as your own. Take a moment to review the university’s Academic Integrity policy: at http://academicintegrity.rutgers.edu/academic-integrity-policy All instances of plagiarism will be reported to the Office of Student Judicial Affairs. Students can collaborate only on those projects that explicitly involve team work, not on homework assignments and/or exams that are required to be done independently.

Policy on electronic devices:
If you’re on an electronic device in class, it needs to be for a reason related to class (note-taking, in-class exercises or participation, etc.). No surfing, social media, or texting, please.

Weekly Course Schedule (tentative, subject to modification):

<table>
<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>Readings</th>
<th>Tasks</th>
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<tbody>
<tr>
<td>Unit 1</td>
<td>Background on Negation</td>
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<td>-Think about a Research Topic</td>
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| Week 2  | Typology and Syntax of Negation Continued | Zanuttini R. *The Handbook of Contemporary Syntactic Theory.docx* Sections 1, 2, & 3. | -Assignment 1: due 9/13  
-Think about a language to describe the negation of  
- Discuss with classmates for possible teammates  
-Assignment 2 given: due 9/27 |
|---------|------------------------------------------|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| 9/13  
9/15  |   | Optional :  
-Gianollo :syntax  
-Van der Auvera: typology |                                                                                                                                                     |
| Week 3  | Semantic, Pragmatics of negation & Neg dependencies Continued | Neukom-Hermann, A Negation, Quantification and Scope. A Corpus Study of English and German All...Not Constructions Section 2 | -Assignment 2 due 9/27  
-Discuss/Choose Language for Negation description presentation  
-Think about a Research Topic |
| 9/20  |   | | |
| 9/22  |   | | |
| Week 4  | Non-Canonical Negation: Metalinguistic and expletive Continued | Martins.A-M Metalinguistics negation Delfitto. D Expletive negation | -Announce Teams for Language Presentation:  
4 students: start working on Presentation  
Provide a title and a 5 line description for your chosen research topic. Start work on Project Pitch (look for articles) |
| 9/27  |   | | |
| 9/29  |   | | |
| Unit 2 | Exploring Negation yourself | | |
| Week 5  | Discussing research topics and language presentation (Exam review) | | Review slides and readings Research papers on language and project |
| 10/4  |   | | |
| 10/6  | Discussing Project Pitch | | Take Home Exam due:10/6 Work on Language Pres & Project Pitch |
| Week 6  | 4 Language Presentations (50mn)+2 Project Pitches (30 mn) per class | French, Italian, Korean  
Spanish 10/13 | Discuss Research Project Team. Work on Project Bibliography |
<p>| 10/11  |   | | |
| 10/13 |   | | |
| Week 7  | 2 Language Presentations | German, ASL. | Discuss Research Project Team. Work on Project Bibliography |
| 10/18 |   | | |</p>
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<th>Date</th>
<th>Description</th>
<th>Notes</th>
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<tr>
<td>10/20</td>
<td>(50mn)+2 Project Pitches (30 mn) 1 Language Pres (25 mn) 4 Project Pitches (55 mn) (=10)</td>
<td>Tagalog</td>
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<td>Week 8 10/25 10/27</td>
<td>6 Project Pitches per class (=12)</td>
<td>Discuss Research Project Team. Work on Project Bibliography</td>
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<td>Week 9 11/1 11/3</td>
<td>6 project Pitches (=28) Finalize Research Project teams</td>
<td>Discuss Research Project Team. Establish Project First Bibliography</td>
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<td>Unit 3 Research Project</td>
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<td>Week 10 11/8-10</td>
<td>Develop Projects: Research and Read relevant references</td>
<td>Divide the work among team members. Finalize bibliography and/or data collection method</td>
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<td>Week 12 11/22 11/24</td>
<td>Develop Projects 3 Progress Reports</td>
<td>Work on Research Projects</td>
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<td>Week 13 11/21 12/1</td>
<td>Poster Draft 4 Practice Presentations</td>
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<tr>
<td>Week 14 12/6 12/8</td>
<td>3 Practice Presentations Poster Conference! Invite Parents &amp; Friends to see your work !!!</td>
<td>POSTERS must be sent by 12/6 Noon to: <a href="mailto:annes@psych.rutgers.edu">annes@psych.rutgers.edu</a> with the subject line: linguistics poster_lastname</td>
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<td>12/8</td>
<td>No class Enjoy your holidays!</td>
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List of Possible research topics on Negation: Not exhaustive

- The syntax of negation in language/dialect X (a formal analysis, not just a description)

- Negative elliptical constructions (John left but not Anna/ Who left? Not Anna) in English or Language X (comparing)

- Historical changes in Negation (syntax/ semantics) in language /dialect X

- Topic in the pragmatics of negation: Ex: comparing metalinguistic negation in different languages., Denial.

- Negative questions and their answers in language X

- Negative Imperatives/prohibition in Language X

- Do animals communication systems have any form of negation?

- The acquisition of negation by native children (acquisition of the right form, acquisition of the meaning)

  - The acquisition of negation by second language learners (adults)(form meaning)
  (Ex: Do native speakers of Chinese (language X) L2 learners of English understand negation in English the same way as native speakers do?)

- Expletive negation in language X

- The social perception of negation or negativity in language X (why is it bad to be 'negative' in American culture, how is this expressed and it is true elsewhere?)

- Negative dependencies in language X (negative polarity items, negative concord, genitive of negation, negative minimizers)

- Double negation, negative concord in language X, or in varieties of English/ dialect X

- The use of double negatives in English dialects: a sociolinguistic taboo

- Negation in advertisement

- Negation in political discourse

- Negation in the court room
- Odd uses of negation: the syntax/semantics of 'nt in current social media. Wayne's world final 'not'. (I read this paper not)... 

- Metalinguistic negation in language X (including sign language)

- Comparing the negation in different dialects or varieties of English (Ozark English, Jamaican Creole, Singlish (Singapore English)....)

- Negation in Aphasia

- Negation in language deficiency

- Negation in sign language

- Negative co-gestures in speech (head shake, finger shake, hand slice...)

- How robots (Siri, Alexa...) understand negation

- Are negative sentences harder to process than positive ones?

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**Disability Services:**
Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early as possible in your courses as possible. To begin this process, please complete the Registration form on the ODS website at: [https://webapps.rutgers.edu/student-ods/forms/registration](https://webapps.rutgers.edu/student-ods/forms/registration).

**Counseling, ADAP & Psychiatric Services (CAPS):** CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professionals within Rutgers Health services to support students’ efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners. Call (848) 9327884 or visit http://rhscaps.rutgers.edu. 17 Senior Street, New Brunswick, NJ 08901.

**Violence Prevention & Victim Assistance (VPVA):**
The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is
open or to reach an advocate after hours, call 848-932-1181. 3 Bartlett Street, New Brunswick, NJ 08901 / [www.vpva.rutgers.edu](http://www.vpva.rutgers.edu/)

**Scarlet Listeners:** Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space. Call 732-247-5555 or visit http://www.scarletlisteners.com/

**Just In Case Web App:** Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD. Visit [http://codu.co/cee05e](http://codu.co/cee05e)