

**SPANISH 837 – STUDIES IN SPANISH PSYCHOLINGUISTICS:  
THE ACQUISITION OF THE SEMANTICS/PRAGMATICS INTERFACE**

**Instructor:** John Grinstead

**Place/Time:** Hagerty 255/T-Th (11:30AM – 1:18PM)

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**Office Hours:** Tuesday-Thursday (9:30 – 11:30AM)

**Description:** In this course, we will review the small, but growing literature on the development of the semantics/pragmatics interface in children. The four main topics to be covered include:

- The Acquisition of Quantifiers
- The Acquisition of Logical Words
- The Acquisition of Pragmatic Implicatures
- The Acquisition of Modality

**Text:** To be distributed.

**Grading:**

- Summaries – 30%
- Presentation – 20%
- Experiment – 50%

**Plagiarism statement:**

Plagiarism is the representation of another's words or ideas as one's own: it includes unacknowledged word for word use and/or paraphrase of another person's work, and/or the inappropriate unacknowledged use of another person's ideas. All cases of suspected plagiarism, in accordance with University rules, will be reported to the Committee on Academic Misconduct.

**Disability statement:**

The Office of Disability Services, located in 150 Pomerene Hall, offers services for students with documented disabilities. Contact the ODS at 2-3307.

**Summaries:**

A one-page summary of each of assigned readings is to be turned in at the conclusion of the discussion of the reading. These will be graded S/U.

**Presentations**

Students will sign-up the first day of class to present the readings, which can be found on the course schedule (page 3). Everyone should present 2 or 3 readings, at least one of which should be longer than 20 pages (the readings are a combination of long journal articles and thesis chapters, together with short proceedings papers). Presentations should be accompanied by a handout. I have assigned readings to the currently enrolled students, the distribution and pages numbers of which are found on pages 4 and 5. These will be given a letter grade.

**Experiment:**

Students are to formulate an appropriate research question, in consultation with the instructor, addressing some aspect of the semantics/pragmatics interface, to investigate in child language.

The student must then design at least one experiment to test the research question. This design and not actual results is what will be evaluated for this course.

**Write-up**

The write-up of the experimental design will consist of the following ***brief*** sections:

- relevant theoretical background of the research question (**not** everything that's ever been written on the topic)
- the research question (can be 1 sentence)
- proposed methods
- proposed subjects pool (typically developing children, autism spectrum disorder, agrammatic adults, etc.)
- possible outcomes and possible consequences.

**Collaboration**

Collaboration is strongly encouraged, however students choosing to work collaboratively must produce at least 1 experiment per group member.

**Rough Draft Deadline**

Students will turn in, on Thursday of Week 6 (Thursday, May 4<sup>th</sup>), a one page outline of their experimental write-up, including a prominently displayed research question. This means that students interested in working the acquisition of modality will have to read ahead in order to be ready Week 6.

**The final draft is due Thursday of Week 10 (Thursday, June 1<sup>st</sup>).**

The experiments will be given a letter grade.

## Course Schedule

Week	Topic	
	Tuesday	Thursday
	Introduction and the Acquisition of Quantifiers	
1	<ul style="list-style-type: none"> <li>- 1. Crain &amp; Lillo-Martin Introduction (pp. 371-415)</li> </ul>	<ul style="list-style-type: none"> <li>- 2. Crain, Thornton, Boster, Conway, Lillo-Martin &amp; Woodams (1996)</li> <li>- 3. Drozd &amp; Van Loosbroek (1999)</li> </ul>
2	<ul style="list-style-type: none"> <li>- 4. Philip &amp; Lynch (2000)</li> <li>- 5. Meroni, Gualmini &amp; Crain (2000)</li> <li>- 6. Gualmini (2004a)</li> </ul>	<ul style="list-style-type: none"> <li>- 7. Noveck &amp; Posada (2003)</li> <li>- 8. Lidz &amp; Musolino (2002)</li> </ul>
3	<ul style="list-style-type: none"> <li>- 9. Musolino (2004)</li> <li>- 10. Brooks &amp; Braine (1996)</li> </ul>	<ul style="list-style-type: none"> <li>- 11. Brooks, Jia &amp; Braine (1998)</li> </ul>
	The Acquisition of Logical Words	
4	<ul style="list-style-type: none"> <li>- 12. Reinhart (2004)</li> </ul>	<ul style="list-style-type: none"> <li>- 13. Gualmini, Maciukaite &amp; Crain (2003)</li> <li>- 14. Crain, Gualmini &amp; Meroni (2000)</li> </ul>
5	<ul style="list-style-type: none"> <li>- 15. Chierchia, Crain, Guasti, Gualmini &amp; Meroni (2001)</li> <li>- 16. Gualmini &amp; Crain (2002)</li> </ul>	<ul style="list-style-type: none"> <li>- 17. Chierchia, Crain, Guasti &amp; Thornton (1998)</li> <li>- 18. Gualmini, Crain &amp; Meroni (2000)</li> </ul>
	The Acquisition of Pragmatic Implicatures	
6	<ul style="list-style-type: none"> <li>- 19. Bott &amp; Noveck (2004)</li> <li>- 20. Chierchia (2002)</li> </ul>	<ul style="list-style-type: none"> <li>- 21. Guasti, Chierchia, Crain, Foppolo, Gualmini &amp; Meroni (2005)</li> </ul>
7	<ul style="list-style-type: none"> <li>- 22. Papafragou &amp; Musolino (2003)</li> </ul>	<ul style="list-style-type: none"> <li>- 23. Noveck (2001)</li> <li>- 24. Papafragou &amp; Tantalou (2004)</li> </ul>
8	<ul style="list-style-type: none"> <li>- 25. Yang (2001)</li> </ul>	<ul style="list-style-type: none"> <li>- Yang (2001)</li> </ul>
	The Acquisition of Modality	
9	<ul style="list-style-type: none"> <li>- 26. Papafragou (1998a)</li> </ul>	<ul style="list-style-type: none"> <li>- 27. Shepherd (1993)</li> </ul>
10	<ul style="list-style-type: none"> <li>- 28. Papafragou (1998b)</li> </ul>	<ul style="list-style-type: none"> <li>- 29. Papafragou (2003)</li> <li>- 30. Papafragou (2002b)</li> </ul>

## Readings Distribution

	Reading 1 ( < 30 pp)	Reading 2 (13-29 pp)	Reading 3 (7-13 pp)
CASTILLO TRELLES, CAROLINA	11	30	16
DELICADO-CANTERO, MANUEL	12	22	17
GONZALEZ RIVERA MELVIN	8	19	15
HERNANDEZ EDITH	25.2	5	14
KONG DARLENE ELIZABETH	9	4	7
KOWALSKI RYAN ANTHONY	25.1	26	24
REIG MARIA ASELA	20	6	13
ROSS SHARON	25.3	21	n/a
STOVICEK THOMAS WILLIAM	28	27	29
VARGAS-TOKUDA MARISSA M	10	23	18

Readings w/Number of Pages

Reading #	Author(s)	# of pp.	Presenter
20	Chierchia	<20	Assela
25.3	Yang	<20	Sharon
25.2	Yang	<20	Edith
25.1	Yang	<20	Ryan
11	Brooks, Jia & Braine	46	Lorena
12	Reinhart	46	Manuel
8	Lidz & Musolino	41	Melvin
9	Musolino	40	Darlene
28	Papafragou	40	Tom
10	Brooks & Braine	33	Marissa
21	Guasti, Chierchia, Crain, Foppolo, Gualmini & Meroni	29	Sharon
22	Papafragou & Musolino	29	Manuel
6	Gualmini	25	Assela
5	Merino, Gual, Crain	23	Edith
23	Noveck	23	Marissa
19	Bott & Noveck	20	Melvin
26	Papafragou	19	Ryan
30	Papafragou	19	Lorena
4	Philip & Lynch	13	Darlene
13	Gualmini, Maciukaite & Crain	13	Assela
27	Shepherd	13	Tom
15	Chierchia, Crain, Guasti, Gualmini & Meroni	11	Melvin
16	Gualmini & Crain	11	Lorena
17	Chierchia, Crain, Guasti & Thornton	11	Manuel
18	Gualmini, Crain & Meroni	11	Marissa
24	Papafragou & Tantalou	11	Ryan
29	Papafragou	11	Tom
14	Crain, Gualmini & Meroni	10	Edith
7	Noveck & Posada	7	Darlene

## References

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- Chierchia, G. (2002). Scalar implicatures, polarity phenomena, and the syntax/pragmatics interface. In A. Belletti (Ed.), *Structures and beyond*. Oxford: Oxford University Press.
- Chierchia, G., Crain, S., Guasti, M. T., Gualmini, A., & Meroni, L. (2001). The acquisition of disjunction: Evidence for a grammatical view of scalar implicatures. *Proceedings of the Annual Boston University Conference on Language Development, 25*(1), 157-168.
- Chierchia, G., Crain, S., Guasti, M. T., & Thornton, R. (1998). "some" and "or": A study on the emergence of logical form. *Proceedings of the Annual Boston University Conference on Language Development, 22*(1), 97-108.
- Crain, S. (1999). *An introduction to linguistic theory and language acquisition / stephen crain and diane lillo-martin*. Malden, Mass.: Blackwell Publishers.
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- Crain, S., Thornton, R., Boster, C., Conway, L., Lillo-Martin, D., & Woodams, E. (1996). Quantification without qualification. *Language Acquisition, 5*(2), 83-153.
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