Welcome to the LSA Institute at UC Davis and the Acquisition of Semantics!
Classroom: Olson Room 267
Meeting Day/Times: Tuesdays/Fridays 2:40-4:05 pm

Course Learning Goals
In this class, we will explore a range of topics covered under the umbrella of ‘Acquisition of Semantics.’ As we explore these topics, you will
• gain an appreciation of the challenges faced by young children in the course of language development as they acquire word meaning and assign interpretations to larger structures
• understand the connection between linguistic theory and research in language acquisition
• get familiarized with some of the major contributions to this subarea of Linguistic research
• become acquainted with the main methodologies used to assess children’s semantic competence
• see how semantics, syntax, pragmatics, cognition, and conceptual development are interrelated
• develop your own final project based on the topics and methodologies covered

Course Expectations
You are required to attend and participate in every class and to complete the two components of the final project (proposal and project). You will not be expected to actually run any experiments as part of your final project. No late work will be accepted. You are expected to arrive on time for class.

Grade components
50% Attendance and Participation
20% Final Project Proposal
30% Final Project

Disabilities
If you have a documented learning disability or other situation that will impact your presence in the classroom, please let the instructors know so that we may support your learning.

Academic Integrity
Your final project proposal and final project must be your own. You may talk to each other about ideas (and are encouraged to do so to promote an atmosphere of collegiality and collaboration!), but you are responsible for your own work. If you had conversations with other students that led to your final project idea and/or implementation, you should acknowledge their intellectual contribution accordingly.

Civility and Inclusion
In this class, we are supportive of each other, and welcome diverse opinions, backgrounds, and perspectives. We expect that respect for each other will be reflected in our classroom discussions and in any online correspondence, and that all participants (registered or not) will be guided by professionalism, civility, and inclusion.
<table>
<thead>
<tr>
<th>Class Meeting</th>
<th>Topic</th>
<th>Methodology Spotlight</th>
<th>Optional Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday 6/25</td>
<td>Introduction, Word Learning</td>
<td>n/a</td>
<td>Syrett (2018); Clark (2018)</td>
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<tr>
<td>Friday 6/28</td>
<td>Adjectives</td>
<td>Scalar Judgments, Presupposition Assessment</td>
<td>Syrett et al. (2006); Syrett, Kennedy, &amp; Lidz (2010); Syrett (2015); Barner &amp; Snedeker (2008)</td>
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<tr>
<td>Tuesday 7/2</td>
<td>Comparatives</td>
<td>Act-out Task, Truth Value Judgment, Corpus Searching</td>
<td>Gor &amp; Syrett (2015); Arii, Syrett, &amp; Goro (2017); Syrett (2016); Hohaus, Tiemann, &amp; Beck (2014)</td>
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<tr>
<td>Friday 7/5</td>
<td>Plurals, Definiteness</td>
<td>Question-Answer Response</td>
<td>Caponigro et al. (2012); Simon-Pearson &amp; Syrett (2018)</td>
</tr>
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<td>Tuesday 7/9</td>
<td>Verb Learning, Syntactic Bootstrapping</td>
<td>Preferential Looking, Human Simulation Paradigm</td>
<td>Gleitman (1990); Gleitman et al. (2005); Gillette et al. (1999); Hacquard &amp; Lidz (2019)</td>
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<td>Friday 7/12</td>
<td>Quantifier Raising, Scope</td>
<td>Truth Value Judgment Task</td>
<td>Lidz &amp; Musolino (2002); Musolino &amp; Lidz (2006); Syrett &amp; Lidz (2009); Gualmini et al. (2008); Syrett (2015)</td>
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<td>Tuesday 7/16</td>
<td>Scalar implicatures</td>
<td>Ternary Judgment; Acceptability Judgment; Reference</td>
<td>Katsos &amp; Bishop (2011); Foppolo et al. (2012); Skordos &amp; Papafragou (2016); Stiller et al. (2015)</td>
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*Not being covered in this class for reasons of space/time: disjunction, generics, indefinites*
Optional Readings (read at your leisure, no knowledge presupposed!)
(Attached to announcements within the course sessions on Orbund)

Class 1: Introduction

Class 2: Adjectives

Class 3: Comparatives

Class 4: Plurals, Definiteness
Simon-Pearson, Laura, & Syrett, Kristen. (2018). Assessing truth and speaker knowledge when utterances are not maximally true. In Anne B. Bertolini and Maxwell J. Kaplan (Eds.), Proceedings of
LSA Summer Institute 2019  
Acquisition of Semantics 311  
Kristen Syrett and Ann Bunger  
the 42nd Annual Boston University Conference on Language Development (pp. 708-721). Somerville, MA: Cascadilla Press.


Class 5: Verb Learning, Syntactic Bootstrapping
Gillette et al. (1999)

Class 6: Quantifier Raising, Scope

Class 7: Scalar Implicatures

Class 8: Collectivity, Distributivity