General.

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Some poetics and syntax and deep learning papers are at:
http://www-personal.umich.edu/~jlawler/hajpapers.html
Squibnet is at: http://www-personal.umich.edu/~jlawler/haj/Squibnet/


Books: Required:


Recommended:


Necessary for good verbal hygiene:

classes of verbs that you may have thought you had forgotten the
taste of since you were three. But no one ever forgets their
fascination with The Word. This book is the Time Machine you
have been looking for.

Secretly Mandatory for All Who Wish to Study
ANYTHING:

Murchie, Guy. 1999. The Seven Mysteries of Life: an Exploration in

are like parachutes – they function best while open.

The good news: Any tests will be open book – any books or other materials may
be brought to the tests. More likely, they will be take-home. You will be able to consult more there than you can carry.

The bad news: None of your materials will help much, if you have not learned
to think for yourself about the course. This course is not
about memorization of a set of concepts and definitions. Rather, what is required is a general openness of mind, and the
exercise of intelligence and creativity. What is not required,
but is fervently hoped for, is that you become fascinated with
language in general and meaning in particular, and find that you
cannot live without it. [BTW: you can’t]

Grading policy: To be discussed in class. Unreasonable numbers of unexcused
absences may result in grade deflation.

Academic integrity: (Thanks to Ryan Boettger)

It is your responsibility to become familiar with UNT’s
Academic Dishonesty Polices: http://vpaa.unt.edu/academic-integrity.htm

This policy defines the following forms of academic dishonesty:

• Cheating intentionally using or attempting to use
  unauthorized materials, information, or study aids in any
  academic exercise. The term academic exercise includes all
  forms of work submitted for credit or hours.
• Plagiarism the deliberate adoption or reproduction of ideas,
  words, or statements of another person as one's own without
  acknowledgment.
• Fabrication intentional and unauthorized falsification or
  invention of any information or citation in an academic
  exercise.
• Facilitating academic dishonesty intentionally or knowingly
  helping or attempting to help another to violate a provision of
  the institutional code of academic integrity.

If any course material is submitted that violates this policy of
academic dishonesty, the assignment will receive a grade of "F"
and appropriate judicial action will be filed. This action includes a report of academic misconduct to your college Dean and possible dismissal from The University of North Texas. There are no first-offense warnings regarding plagiarism.

It is expected that plagiarism and the correct use (citation) of others’ ideas (including print, digital, images, and other media) are fully understood. Contact me if you are ever confused about what constitutes academic dishonesty. Misunderstandings, miscommunication, oversights, or lack of comprehension as to what constitutes academic dishonesty is not accepted in this course.

NB: ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

Furthermore, with respect to citing from the internet or from published works, I am not interested in your skills in using search engines, or your finding relevant quotes via library searches or other methods. I am only interested in the contents of your own mind. Therefore, if you paste from the internet, or copy word-for-word from some other source, even if you correctly identify all sources, I will only count this copied material as a valid answer if it is accompanied by your own words, explaining how you understand the material. Without your own explanations, quoted material will receive a zero.

Disabilities: In accordance with the terms and spirit of Public Law 101-336 (Americans with Disabilities Act) and Section 504, Rehabilitation Act, I will cooperate with the Office of Disability Accommodation to make reasonable special arrangements for students with disabilities. If you have a disability which will require some accommodation under the terms of these acts, please come to me and discuss your individual needs, or give me a written statement. If you have not registered yet with the Office of Disability Accommodation, I encourage you to do so. Their telephone number is (940) 565-4323; TDD access (940) 565 2958.

General: Insofar as this is possible, nothing is written in stone. No significant learning is possible in contexts which are not as kind and flexible as possible. We are all humans, trying to learn from each other. If there are special problems for you, come and talk to me about them.

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It is in fact nothing short of a miracle that modern methods of instruction have not yet entirely strangled the holy curiosity of inquiry; for this delicate little plant, aside from stimulation, stands warmly in need of freedom; without this, it goes to wrack and ruin without fail.
Albert Einstein

The most beautiful experience we can have is the mysterious. It is the fundamental emotion that stands at the cradle of true art and true science.

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"I never try to teach my students anything. I only try to create an environment in which they can learn."

Albert Einstein

Section I – Semantics – the Study of Meaning

Week 1. Basic distinctions

1st class: Propositions. Lexical semantics vs. function words. Notations for coding meaning contrasts.


Homework: Read Lawler on Semantics, Cruse Chapter 1, Elbourne Chapter 1. Hurford pp. 1-35.

Week 2. Basics of sentential (first-order) and modal logic

3rd class: Basic connectives: and, or, not, if, possible, necessary

4th class: DeMorgan’s Law and truth tables. Modus ponens.

Homework: Read Cruse Chapter 2, Elbourne Chapter 2. Hurford pp. 36-64
Week 3. Interpropositional relations

5th class: Presupposition and entailment. Factivs.


Week 4. Basic tools for lexical analysis


Homework: Read Cruse Chapters 4 & 5. Elbourne, Chapter 3. Hurford pp. 105-140.

Week 5. Semantic change

9th class: Dictionaries. Etymology.
10th class: Grammaticalization. Universal pathways of change.

Homework: Read Cruse Chapter 6, Elbourne Chapter 5, Hopper. Hurford pp. 141-179.

Week 6. Markedness

11th class: Center / periphery (a.k.a. unmarked / marked)

Homework: Read Cruse Chapter 7, Elbourne Chapter 6, Hurford pp 180-217. Greenberg, Ross on paths.

Week 7. World order

13th class: Squishes and non-discrete linguistics.
14th class: Freezes. Sounding.

Homework: Cruse Chapter 8, Elbourne Chapter 7, Hurford pp. 218-243. Cooper and Ross, Ross on sounding. Lakoff and Johnson Chapters 1-16

Week 8. Metaphor and other tropes

15th class: Unmetaphoring. Seeing the world into pages.
16th class: Coexisting metaphorical structurings in a domain.

Homework: Read Cruse Chapter 9, Elbourne Chapters 8-end, Hurford pp. 244-280. Lakoff and Johnson Chapters 17-30, Lakoff on the contemporary theory of metaphor.

Midterm.

Week 9. Syntax “and” semantics
17th class: Generative semantics / Interpretive semantics. Auxiliaries as verbs. The remote structure of actions. Predicate Raising. What was wrong with Generative Semantics (?).

18th class: Logical categories and deep syntactic categories. What nouns are for, what verbs are for, what adjectives are for.


**Section II – Pragmatics – How we use language**

Week 10. Speech acts

19th class: Austin. The performativ hypothesis.
20th class: Derived force rules. Pragmantax.


Week 11. Information flow.

22nd class: Questions and answers. Conjunctive and disjunctive wh-clauses

Homework: Read Cruse Chapters 13-14, Hurford pp. 327-346. Givón, Ross on wh-clauses

Week 12. The architecture of emphasis

23rd class: Cleft and pseudocleft sentences.
24th class: Left and right dislocation. Left and right deictic dislocation.


Week 13. Interpersonal relations

25th class: Politeness. Gender.
26th class: The N-word. “Correctness.”

Homework: Read Cruse Chapters 17 & 19, Robin Lakoff 1975.
Labov on African-American English.

Week 14. Poetics and ineffability

27th class: The art of fusion. The space of creation.
28th class: The great Roman Jakobson.

Homework: Read Jakobson on verbal art, Ross on hologramming & Ross 1986, Becker on silence.

Week 15. Review, summary, prospects.

29th class: The Great Pete Becker. Language and world view.
30th class What we have learned so far. So what? Next steps?
**Take-home Final.**

**Readings**


———. THE webpage: http://www-personal.umich.edu/~jlawler/

Levin, Beth. 1993. English Verb Classes and Alternations: A Preliminary Investigation. Chicago: University of Chicago Press. (1993) ISBN 0-226-47533-6 (paper) is a delicious cookie jar of weird (and unweird) classes of verbs that you may have thought you had forgotten since you were three.


Postal, Paul M. 1971. On the surface verb remind. Linguistic Inquiry 1.4


