COURSE OUTLINE

1. GENERAL

SCHOOL	PHILOSOPHY
SEMESTER	SPRING
DEPARTMENT	PHILOLOGY-SECTION OF LINGUISTICS
LEVEL	UNDERGRADUATE SEMINAR
COURSE CODE	GLOF 316

COURSE CODE	GLOF 316	**CYCLE OF STUDY**	3rd and 4th
COURSE TITLE	The Development of Disjunction and Conjunction		

AUTONOMOUS EDUCATIONAL ACTIVITIES	**TEACHING HOURS PER WEEK**	**CREDITS/ECTS**
IN CLASS LECTURES	3	10

COURSE TYPE *Background, General knowledge, Scientific discipline, Development of Proficiencies*	SCIENTIFIC DISCIPLINE, DEVELOPMENT OF PROFICIENCIES
PREREQUISITIES	GLOF 137, GLOF 165, GLOF 181
TEACHING AND EXAM LANGUAGE	GREEK
AVAILABLE TO ERASMUS STUDENTS	YES
WEBSITE (URL)	https://elearn.uoc.gr/

2. LEARNING OUTCOMES

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Upon successful completion of this course students should be able to:

1. Recognize and in depth analyze the main issues on children's language development, which have been extensively discussed in linguistic research.

2. Describe the different analyses and methodology of the various studies of a linguistic phenomenon.

3. Evaluate the strength of the predictions of an analysis/theory.

4. Describe cross-linguistic differences in language acquisition, based on collective conclusions drawn from the previous research.

BROAD KNOWLEDGE/COMPETENCIES

- Development of independent, creative and deductive thinking
- Exercising critical thinking on scientific studies
- Practicing self-improvement
- Working in an interdisciplinary environment with multi-cultural data
- Organization abilities-Development of the plan for the study of a scientific topic

3. COURSE DESCRIPTION

Previous research on the development of the logical operators 'or' and 'and' has revealed that comprehension of the disjunctive operator 'or' diverges from the adult target language at an early developmental stage, while comprehension of the conjunctive operator ´and' is questionable whether it shows some significant variation in comparison to the adult language. The observed discrepancy regarding 'or' has been attributed to some extent to children's strict semantic computation of the sentence meaning, overlooking pragmatic principles leading to the exclusive reading of 'or', which requires access to scalar implicatures.

In this context, the course aims to focus on specific linguistic structures that illuminate the meaning of the operators 'or' and 'and'. These issues are central to the linguistic and

psycholinguistic view and concern the following topics:

a) Cognitive functions and development of reasoning

b) Cross-linguistic differences in the acquisition of disjunction and conjunction

(c) The study on determining the target language in the study of logical operators.

4. TEACHING AND LEARNING METHODS-EVALUATION

MODE OF DELIVERY	In class lectures	
OTHER SOURCES/ TECHNOLOGICAL AND COMMUNICATION SUPPORT	All class material available in class-web Communication via e-mail	
COURSE STRUCTURE	*ACTIVITY*	*WORKING LOAD*
	Lectures and students' presentations	(3×13=) 39
	Group study on a specific topic	30
	Preparation for student's presentations	30
	Writing of the final paper	65
	Independent study	84
	Total *(25working hours per credit)*	*250*

STUDENT ASSESSMENT	**I.** Final seminar paper in written form (65% of the total grade) assessing:
	      - the immersion of course information (20%)
	      - the critical synthesis of the course information (25%)
	      -the structure and the development of the paper (20%)
	II. The quality of the in-class presentation (20%)
	III. Participation to design an experiment & child data collection (15%)	

5. SUGGESTED BIBLIOGRAPHY

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- Lecture notes available in class-web.

- Braine, Martin D. S. & Barbara Rumain (1981), 'Children's comprehension of 'or': evidence for a sequence of competencies'. *Journal of Experimental Child Psychology* 31:46–70.

- Chierchia, Gennaro, Maria Teresa Guasti, Andrea Gualmini, Luisa Meroni, Stephen Crain & Francesca Foppolo (2004), 'Semantic and pragmatic competence in children and adults comprehension of or'. In Noveck Ira & Dan Sperber (eds.), Experimental Pragmatics, London: Palgrave Macmillan. 283–300.

- Fox, Danny (2007), 'Free choice and the theory of scalar implicatures'. In Sauerland Uli & Penka Stateva (eds.), Presupposition and Implicature in Compositional Semantics, Palgrave Macmillan. Basingstoke. 71–120.

- Goro, Takuya & Sachie Akiba (2004), 'The acquisition of disjunction and positive polarity in Japanese'. In G. Garding & M. Tsujimura (eds.), Proceedings of WCCFL 23, Cascadilla Press. Somerville, MA. 101–14.

- Goro, Takuya, Utako Minai & Stephen Crain (2005), 'Bringing out the logic in child language'. In Leah Bateman & Cherlon Ussery (eds.), Proceedings of the 35th Annual Meeting of the North East Linguistic Society, GLSA Publications. Amherst, MA. 245–56.

- Gualmini, Andrea, Stephen Crain, Luisa Meroni, Gennaro Chierchia & Maria Teresa Guasti (2001), 'At the semantics=pragmatics interface in child language'. In Hastings Rachel, Brendan Jackson & Zsofia Zvolenszky (eds.), *Semantics and Linguistic Theory (SALT)* 11, CLC Publications. Cornell University, Ithaca, NY.

- Notley, Anna, Peng Zhou, Britta Jensen & Stephen Crain (2012), 'Children's interpretation of disjunction in the scope of "before": a comparison of English and Mandarin'. Journal of Child Language 39:482–522.
- Noveck, Ira (2001), 'When children are more logical than adults: experimental investigations of scalar implicatures'. Cognition 78:165–88.
- Paris, Scott G. (1973), 'Comprehension of language connectives and propositional logical relationships'. *Journal of Experimental Child Psychology* 16:278–91.
- Singh, Raj ; Wexler, Ken ; Astle-Rahim, Andrea ; Kamawar, Deepthi & Fox, Danny (2016). 'Children interpret disjunction as conjunction: Consequences for theories of implicature and child development'. *Natural Language Semantics* 24 (4):305-352.
- L. Tieu, K. Yatsushiro, A. Cremers, J. Romoli, U. Sauerland, E. Chemla; On the Role of Alternatives in the Acquisition of Simple and Complex Disjunctions in French and Japanese, *Journal of Semantics*, Volume 34, Issue 1, 1 February 2017, Pages 127–152.