

UNIVERSITY of MARYLAND COLLEGE PARK

Commencement Exercises

The School of Languages, Literatures, and Cultures

and

The Department of Linguistics



Wednesday, December 20, 2017

3-4:30pm

Kay Theatre, Clarice Smith Performing Arts Center

PHD

Dudley, Rachel E *Linguistics* Park, Dongwoo *Linguistics*
Giller-Wilde, Anne E *Spanish and Portuguese* Ruppert, Annmarie Daly *Modern French Studies*
Li, Man *Second Language Acquisition* Schlueter, Ananda Lila Zoe *Linguistics*

BACHELOR OF ARTS

Arabic

Hardimon, Maya Nicole*
Mahmood, Fatima

Chinese

Bennett, Brittney Carolyn
Berger, Matthew Ryan
Eason, Emily Marie °
Goldstone, Jack Carroll
Keirse, Clarissa Lucie
Levine, Samantha Nichole
Liou, Tau Stefan
McDay, Malik W.
Myers, Ashley Margaret Antoinette

French

Bennett, Brittney Carolyn
Cripps, Annette Sompayrac
Reid, Spencer Christian

Japanese

Chung, Ji Hyeon
Eason, Emily Marie
Goggans, Andrea Michelle

Linguistics

Badawi, Montaserbillah Galal
Chung, Ji Hyeon
Magazine, Rebecca Channah
Myers, Ashley Margaret Antoinette
Prior, Jason Mehmet

* *Summa Cum Laude*

Persian

Namiranian, Mitra*
Prior, Jason Mehmet
Solis, Jair Alee
Surrett, Jasper Roy*
Weaver, Joshua David*

CERES

Tris, Dina
Varshchuk, Iryna O

Russian

Ellis, Arthur Courtney
Horn, Svetlana Nicole
McCormick, Tess Browne
Varshchuk, Iryna O

Italian

Kirby, Victoria

Spanish

Almidon, Lidia
Berger, Matthew Ryan
Diaz, Bryan Alejandro
Franck, Cecilia Grace
Garcia, Katherine
Juarez, David Alejandro
Kouri, Cristina Isabel
Nairn, Riley Lynn
Pierre Louis, Mirousse
Riveros Hidalgo, Christofer Patricio
Santos, Estefan Christin Alves
Sutherland, Marsha Denise
Woolery, Bridget Tara

° *Cum Laude*

**Reception immediately following the ceremony in
The Language House Multi-Purpose Room of St. Mary's Hall**

Dear Graduates, Parents, Relatives, and Friends,

On behalf of the School of Languages, Literatures, and Cultures, I welcome you to this milestone event. We are here today to celebrate the achievements of the young men and women who now leave us to join a global world very much in need of their energy, wisdom, and the linguistic and cultural skills they have gained. My colleagues and I look forward every semester to honoring the achievements of our graduates, and to conferring the degrees that their talents and tenacity have earned them. We have been entrusted with the intellectual care and development of these young scholars, and we feel a special bond with them – both intellectual and personal. We salute their commitment to fostering understanding of cultures other than their own and, in some cases, to deepening their understanding of their own heritage.

Graduates, we wish you all success as you move forward into the next phase of your lives. I invite you to stay in touch with your professors and mentors and especially to share with us news of your future achievements. I speak for all the faculty and staff of the School of Languages, Literatures, and Cultures in offering my congratulations to you and to those who have supported you throughout the years of your study. Do come back and bring us your stories.

*Fateme Keshavarz, Director
School of Languages, Literatures, and Cultures*

Welcome and Introductions

Dr. Mehl Penrose
Associate Director, School of Languages, Literatures, & Cultures

Message from the Director (read by)

Dr. Cynthia Martin
Department of Russian

SLLC Undergraduate Speaker

Riley Nairn
BA in Spanish and Portuguese

SLLC Faculty Speaker

Dr. Ali Abasi
Department of Middle Eastern Studies

Presentation of Graduates

Arabic
Dr. Ali Abasi

Persian
Dr. Ali Abasi

Russian/CERES
Dr. Cynthia Martin

Spanish
Mr. Fabian Faccio
Dr. Eyda Merediz

Linguistics
Dr. William Idsardi
Dr. Tonia Bleam
Dr. Margaret Antonisse

Italian/Romance Languages
Ms. Stefania Amodeo

Chinese
Dr. Andrew Schonebaum

Japanese
Dr. Michele Mason
Ms. Kumiko Akikawa

After the ceremony, please remain seated until after the faculty and graduates have processed out.

Name: Rachel Dudley

Dissertation Title: The role of input in discovering presuppositions triggers:
Figuring out what everybody already knew

Advisors: Dr. Valentine Hacquard, Dr. Jeffrey Lidz

This dissertation focuses on when and how children learn about the meanings of the propositional attitude verbs “know” and “think”. “Know” and “think” both express belief. But they differ in their veridicality: “think” is non-veridical and can report a false belief; but “know” can only report true beliefs because it is a veridical verb. Furthermore, the verbs differ in their factivity: uses of “x knows p”, but not uses of “x thinks p”, typically presuppose the truth of “p”, because “know” is factive and “think” is not. How do children figure out these subtle differences between the verbs, given that they are so similar in the grand scheme of word meaning?

Name: Dongwoo Park

Dissertation Title: When does ellipsis occur, and what is elided?

Advisors: Dr. Howard Lasnik, Dr. Omer Preminger

This dissertation is concerned with how elliptical sentences are generated. To be specific, I investigate when and in what module ellipsis occurs, and what is elided as a result of ellipsis. With regard to the first research question, I propose that XP ellipsis occurs as soon as all the featural requirements of the licenser of XP ellipsis are satisfied during the derivation, rather than in the other modules. An important consequence of this proposal is that the point of XP ellipsis can vary depending on the derivational point where all the featural requirements of the licenser are satisfied in narrow syntax. Concerning the second research question, I suggest that ellipsis is a syntactic operation that eliminates phonological feature matrices of lexical items inside the ellipsis site, preserving the formal feature matrices.

Name: Ananda Lila Zoe Schlueter

Dissertation Title: Memory retrieval in parsing and interpretation

Advisors: Dr. Ellen Lau

This dissertation explores the relationship between the parser and the grammar in error-driven retrieval by examining the mechanism underlying the illusory licensing of subject-verb agreement violations (‘agreement attraction’). Previous work motivates a two-stage model of agreement attraction in which the parser predicts the verb’s number and engages in retrieval of the agreement controller only when it detects a mismatch between the prediction and the bottom-up input (Wagers, Lau & Phillips, 2009; Lago, Shalom, Sigman, Lau & Phillips, 2015). However, data from advanced Chinese learners of English suggests that it is not the case that all features relevant to the grammatical dependency will necessarily be used as retrieval cues. Taken together, these results suggest that the feature-checking repair mechanism follows grammatical principles but can result in a final structural representation of the sentence that is inconsistent with the grammar.