The University of Jordan

Accreditation & Quality Assurance Center

COURSE Syllabus
Semantics

Course number: 2201731

Credit hours (theory, practical): 3
Contact hours (theory, practical): 3

Program title: Master in Linguistics

Awarding institution: The University of Jordan

Faculty: The Faculty of Foreign Languages

Department: Department of English Language and Literature

Level of course: Second Year

Year of study and semester(s): 2015-2016

Language of Instruction: English

Date of production/revision: 2015

Course Coordinator:

Sane M Yagi

Linguistics Department
Faculty of Foreign Languages
24826
saneyagi@hotmail.com (for Class Submissions) or saneyagi@yahoo.com (for Urgent Official Communication)

Other instructors:

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Course Description:

As stated in the approved study plan.

This course discusses the relationship between semantics and linguistics, philosophy, and psychology; central topics in word and sentence meaning (i.e., lexical relations, derivational relations, entailment, presupposition, modality, evidentiality, thematic roles, deixis, context, reference, inference, and speech acts); and theoretical approaches to semantics such as componential analysis, formal semantics, and
19. Course aims and outcomes:

A- Aims:

- To introduce students to the nature of meaning
- To teach the principles and methods of semantic analysis
- To foster appreciation of the role of semantics in linguistics
- To foster understanding of how meaning relates to context
- To introduce various theories that account for meaning

B- Intended Learning Outcomes (ILOs): Upon successful completion of this course students will be able to ...

By the end of semester, students shall be able to

**Knowledge and Understanding (Students shall be able to)**

- Know all the lexical relations, thematic roles, and derivational relations
- Understand the concepts of entailment, presupposition, and modality
- Appreciate the relationship between deixis and reference, on the one hand, and context on the other
- Explain the tenets of componential analysis, formal semantics, and cognitive semantics

**Intellectual/Cognitive/Analytical Skills (Students shall be able to)**

- Read about semantic theories and think about them critically to identify their strengths and weaknesses
- Identify the various semantic levels of different linguistic expressions
- Analyze the semantic features of words, sentences, and texts

**Subject-Specific Skills (Students shall be able to)**

- Define basic concepts and terminologies used in semantics and pragmatics
- Assign semantic labels to linguistic constituents
- Establish the semantic relationship between linguistic terms
- Analyze a piece of conversation based on Gricean Principles
- Translate natural language sentences into symbolic and predicate logic
- Make inferences from statements
- Give lexicographic definitions of words

**Transferable Skills (Students shall be able to)**

- Demonstrate ability to read academic articles critically and summarize the main arguments
- Make logical arguments about semantic issues and communicate them effectively
- Conduct field research to support one or another semantic theory
### 20. Topic Outline and Schedule:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Week</th>
<th>Instructor</th>
<th>Achieved ILOs</th>
<th>Evaluation Methods</th>
<th>Reference</th>
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</thead>
<tbody>
<tr>
<td>Introduction; Saeed’s Semantics</td>
<td>1</td>
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<tr>
<td>Semantics in Linguistics</td>
<td>2</td>
<td>Saeed</td>
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<td>1: 3-22</td>
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<tr>
<td>Meaning, Thought, and Reality</td>
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<td>2: 23-50</td>
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<tr>
<td>Word Meaning</td>
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<td>3: 53-78</td>
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<td>Sentence Relations and Truth</td>
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<td>4: 79-105</td>
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<tr>
<td>Situations</td>
<td>4</td>
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<td>5: 106-138</td>
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<td>Participants</td>
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<td>6: 139-171</td>
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<td>Context and Inference</td>
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<td>7: 172-202</td>
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<td>Speech as Action</td>
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<td>8: 203-228</td>
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<td>Meaning Components</td>
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<td>9: 231-267</td>
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<td>Formal Semantics</td>
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<td>10: 268-298</td>
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<tr>
<td>Cognitive Semantics</td>
<td>7</td>
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<td>11: 299-332</td>
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<td><strong>Midterm</strong></td>
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<td>Historical-philological Semantics: lexical semantics, etymology, lexicography, Breal on meaning and mind, Paul on context and usage, classifications of semantic change, main types of change, lower-level patterns, classificatory complexities</td>
<td>8</td>
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<td>Geeraerts 1: 1-24</td>
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<td>Structuralist Semantics: structuralist conception of meaning, against historical-philological semantics, lexical field theory, syntagmatic relations, formal relations, discreteness of lexical fields</td>
<td>9</td>
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<td>Geeraerts 2: 47-69</td>
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<td>Componential Analysis in American ethnosemantics, in European structuralist semantics, relational</td>
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<td>Geeraerts 2: 70-100</td>
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<td>Topic</td>
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<td>Generativist Semantics: Katzian semantics, formal dictionary entries, emulation of structualist semantics, tensions in generativist semantics, Minimal or maximum semantics? Decompositional or axiomatic semantics? Beyond generativist semantics.</td>
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<td>Geeraerts 3:101-123</td>
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<td>Neostructuralist Semantics, elaboration on the decompositional approach, natural semantic metalanguage, conceptual semantics, two-level semantics</td>
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<td>Geeraerts 4:124-146</td>
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<td>Generative Lexicon, elaboration on the relational approach, WordNet, lexical functions, distributional corpus analysis</td>
<td>11</td>
<td>Geeraerts 4:147-181</td>
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<td>Cognitive Semantics: Prototypicality and salience, prototypicality effects, radial network and polysemy, basic levels and onomasiological salience</td>
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<td>Geeraerts 5:182-202</td>
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<td>Conceptual metaphor and metonymy, conceptual metaphor theory, mental spaces, conceptual metonymy, idealized cognitive models and frames, frame semantics and FrameNet</td>
<td>12</td>
<td>Geeraerts 5:203-228</td>
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<td>Usage and change, invited inference and pragmatics, mechanisms and regularities, cognitive semantics in context, meaning in the mind, meaning in culture and society, meaning in text and discourse</td>
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<td>Geeraerts 5:229-272</td>
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21. Teaching Methods and Assignments:

Development of ILOs is promoted through the following teaching and learning methods:

Lectures and presentations

22. Evaluation Methods and Course Requirements:

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>Mid-Term</td>
<td>30%</td>
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<tr>
<td>Presentation 1</td>
<td>5%</td>
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<tr>
<td>Presentation 2</td>
<td>5%</td>
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<tr>
<td>Research Paper</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
<td>40%</td>
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</tbody>
</table>
| Total      | 100%

23. Course Policies:

A- Attendance policies:

B- Absences from exams and handing in assignments on time:

C- Health and safety procedures:

D- Honesty policy regarding cheating, plagiarism, misbehavior:

E- Grading policy:
F. Available university services that support achievement in the course:

24. Required equipment:

25. References:

A - Required book (s), assigned reading and audio-visuals:


B - Recommended books, materials, and media:


26. Additional information:
Name of Course Coordinator: ------------------- Signature: ------------------- Date: -------------------

Head of curriculum committee/Department: ------------------- Signature: -------------------

Head of Department: ------------------- Signature: -------------------

Head of curriculum committee/Faculty: ------------------- Signature: -------------------

Dean: ------------------- Signature: -------------------

Copy to:
Head of Department
Assistant Dean for Quality Assurance
Course File