

## The University of Jordan

**Faculty: Foreign Languages**  
**Semester: 2<sup>nd</sup> semester**  
**Semantics (2205322)**

**Department: Linguistics**  
**Academic Year: 2014/2015**

<b>Credit hours</b>	<b>3</b>	<b>Level</b>	<b>3</b>	<b>Prerequisite</b>	<b>-</b>
<b>Coordinator/ Lecturer</b>	<b>Dr. Ghaleb Rababah</b>	<b>Office number</b>	-----	<b>Office phone</b>	<b>24834</b>
<b>Course website</b>	<a href="http://eacademic.ju.edu.jo/ghaleb.rababah/Lists/Taught%20Courses/AllItems.aspx">http://eacademic.ju.edu.jo/ghaleb.rababah/Lists/Taught%20Courses/AllItems.aspx</a>	<b>E-mail</b>	<a href="mailto:Ghaleb.rababah@ju.edu.jo">Ghaleb.rababah@ju.edu.jo</a>	<b>Place</b>	<b>Department of Linguistics</b>

<b>Office hours</b>					
<b>Day/Time</b>	<b>Sunday</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>
	<b>10-11</b>		<b>10-11</b>		<b>10-11</b>

### Course Description

The course acquaints students with concept of meaning in addition to sense relations between words such as synonyms and antonyms. It also addresses issues such as sentence relations, lexical and structural ambiguity.

### Learning Objectives

The course aims at introducing the term *semantics*: the concept, development, and relevance to other disciplines. It provides introductory discussions of central topics in the analysis of word and sentence meaning. It also briefly describes some current semantic theories (e.g., definition, representation, meaning and truth). Furthermore, the course investigates the speech act theory as well as conversational semantic analysis. It, moreover, addresses the role of context and its semantic implications. A brief introduction to logic semantics is also provided.

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## **Intended Learning Outcomes (ILOs):**

Successful completion of the course should lead to the following outcomes:

### **A- Knowledge and Understanding (Students should)**

- A1) know the various semantic theories, understanding how they differ in approaching meaning.
- A2) know how to define semantics and its relationship with other disciplines.
- A3) understand and be able to explain key semantic concepts (e.g., synonymy, semantic roles, entailment).
- A4) be able to discuss and explain the role of contextual meaning.

### **B- Intellectual/Cognitive/Analytical Skills (Students should)**

- B1) be able to read about the semantic theories, thinking about them critically and comparatively, identifying the weaknesses and points of strength of each theory.
- B2) be able to identify the various semantic levels of different linguistic expressions.
- B3) analyze the semantic features of words, sentences, and texts.

### **C- Subject Specific Skills (Students should)**

- C1) assign semantic roles to sentential constituents.
- C2) figure out the semantic relationships that may exist amongst linguistic items.
- C3) analyze a piece of conversation based on Grice Principle.
- C4) arrive at basic logic formulas, analyzing English sentences.
- C5) attempt to define words, playing the role of a lexicographer.

### **D- Transferable Skills (Students should)**

- D1) display presentational skills through oral participation in class discussions.
- D2) read and write better through better understanding of the role of meaning.
- D3) display better cross-cultural communication skills.

## **Teaching/Learning Methods**

Teaching Method	ILO/s
Lectures and Discussions:	<b>A,B, C, D</b>
Homework and Assignments:	<b>D</b>
Projects:	<b>D</b>
Presentation	<b>D</b>

## Course Contents

Content	Reference	Week	ILO/s
The study of meaning - Ch.1 (pp. 1-15)	Kreidler, C. (1998). <i>Introducing English Semantics</i> , Routledge	1 & 2	A,B, C, D
Language in use - Ch. 2 (pp. 16-40)	Kreidler, C. (1998). <i>Introducing English Semantics</i> , Routledge	4, 5	A,B, C, D
The dimensions of meaning - Ch. 3 (pp. 41-59)	Kreidler, C. (1998). <i>Introducing English Semantics</i> , Routledge	6, 7	A,B, C, D
Midterm Exam			
Semantic roles - Ch. 4 (pp. 61-83)	Kreidler, C. (1998). <i>Introducing English Semantics</i> , Routledge	8, 9, 10	A,B, C, D
Lexical relations - Ch. 5 (pp. 85-113)	Kreidler, C. (1998). <i>Introducing English Semantics</i> , Routledge	11, 12, 13	A,B, C, D
Reference - Ch. 7 (pp. 129-153)	Kreidler, C. (1998). <i>Introducing English Semantics</i> , Routledge	14, 15	A,B, C, D
Revision & Final Exam	Kreidler, C. (1998). <i>Introducing English Semantics</i> , Routledge	16	

## Learning Methodology

- 1) **Lectures:** three hours per week (All Learning Outcomes).
- 2) **Assignments:** The students are asked to read the textbooks in advance (Learning Outcomes A, B, D).
- 3) **Participation:** The students are expected to be very effective in class participation (All Learning Outcomes).

## Projects and Assignments

Do research about body language across cultures.

## Evaluation

<b>Evaluation</b>	<b>Point %</b>	<b>Date</b>
<b>Midterm Exam</b>	30	March 18, 2015
<b>Project</b>	-	-
<b>Assignments</b>	15	Feb 18, April 13
<b>Homework</b>	5	April 14
<b>Final Exam</b>	50	As scheduled from the registration

### Main Reference/s:

Kreidler, Charles (1998). *Introducing English Semantics*, Routledge

### References:

- Leech, Geoffrey. *Semantics*. Harmondsworth: Penguin, 1981.
- Lyons, John. *Semantics*, 2 volumes. Cambridge: Cambridge University Press, 1977.
- Palmer, F. R. *Semantics*. Cambridge: Cambridge University Press, 1981.
- Stephen, Levinson. *Pragmatics*, Cambridge: Cambridge University Press, 1983.

### Intended Grading Scale

0 - 35	<b>F</b>
36-44	<b>D<sup>-</sup></b>
45-49	<b>D</b>
50-52	<b>D<sup>+</sup></b>
53-57	<b>C<sup>-</sup></b>
58-61	<b>C</b>
62-67	<b>C<sup>+</sup></b>
68-74	<b>B<sup>-</sup></b>
75-79	<b>B</b>
80-83	<b>B<sup>+</sup></b>
84-87	<b>A<sup>-</sup></b>
88-100	<b>A</b>

## **Notes:**

- Concerns or complaints should be expressed in the first instance to the module lecturer; if no resolution is forthcoming, then the issue should be brought to the attention of the module coordinator (for multiple sections) who will take the concerns to the module representative meeting. Thereafter, problems are dealt with by the Department Chair and if still unresolved the Dean and then ultimately the Vice President. For final complaints, there will be a committee to review grading the final exam.
- For more details on University regulations please visit:  
<http://www.ju.edu.jo/rules/index.htm>