The University of Jordan

Accreditation & Quality Assurance Center

COURSE Syllabus

1	Course title	Semantics
2	Course number	2201731
3	Credit hours (theory, practical)	3
	Contact hours (theory, practical)	3
4	Prerequisites/corequisites	---
5	Program title	Master in Linguistics
6	Program code	---
7	Awarding institution	The university of Jordan
8	Faculty	The faculty of Foreign Languages
9	Department	Department of English Language and Literature
10	Level of course	Second Year
11	Year of study and semester (s)	2015-2016
12	Final Qualification	---
13	Other department (s) involved in teaching the course	---
14	Language of Instruction	English
15	Date of production/revision	2015

16. 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)

17. Other instructors:

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18. 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 (ie, 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

cognitive semantics.

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 Grician 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:

Topic	Week	Instructor	Achieved ILOs	Evaluation Methods	Reference
Introduction; Saeed's Semantics	1				
Semantics in Linguistics	2				Saeed 1: 3-22
Meaning, Thought, and Reality					Saeed 2: 23-50
Word Meaning	3				Saeed 3: 53-78
Sentence Relations and Truth					Saeed 4: 79-105
Situations	4				Saeed 5: 106-138
Participants					Saeed 6: 139-171
Context and Inference	5				Saeed 7: 172-202
Speech as Action					Saeed 8: 203-228
Meaning Components	6				Saeed 9: 231-267
Formal Semantics					Saeed 10: 268-298
Cognitive Semantics	7				Saeed 11: 299-332
Midterm					
Historical-philological Semantics: lexical semantics, etymology, lexicography, Breal on meaning and mind, Paul on context and usage,	8				Geeraerts 1: 1-24
classifications of semantic change, main types of change, lower-level patterns, classificatory complexities					Geeraerts 1: 25-46
Structuralist Semantics: structuralist conception of meaning, against historical-philological semantics, lexical field theory, syntagmatic relations, formal relations, discreteness of lexical fields	9				Geeraerts 2: 47-69
Componential Analysis in American ethnosemantics, in European structuralist semantics, relational					Geeraerts 2: 70-100

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semantics, major sense relations, theoretical issues, beyond structuralist semantics					
Generativist Semantics: Katzian semantics, formal dictionary entries, emulation of structuralist semantics, tensions in generativist semantics, Minimal or maximum semantics? Decompositional or axiomatic semantics? Beyond generativist semantics.	10				Geeraerts 3:101-123
Neostructuralist Semantics, elaboration on the decompositional approach, natural semantic metalanguage, conceptual semantics, two-level semantics					Geeraerts 4:124-146
Generative Lexicon, elaboration on the relational approach, WordNet, lexical functions, distributional corpus analysis	11				Geeraerts 4:147-181
Cognitive Semantics: Prototypicality and salience, prototypicality effects, radial nework and polysemy, basic levels and onomasiological salience					Geeraerts 5:182-202
Conceptual metaphor and metonymy, conceptual metaphor theory, mental spaces, conceptual metonymy, idealized cognitive models and frames, frame semantics and FrameNet	12				Geeraerts 5:203-228
Usage and change, invited inference and pragmatics, mechanisms and regularities, cognitive semantics in context, meaning in the mind, meaning in culture and society, meaning intext and discourse					Geeraerts 5:229-272

Conclusion	13				Geeraerts:273-287
Research paper work					
Research paper work	14				
Research paper work					
Research paper presentations					
Research paper presentations	15				

21. Teaching Methods and Assignments:

Development of ILOs is promoted through the following <u>teaching and learning methods</u>:

Lectures and presentations

22. Evaluation Methods and Course Requirements:

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

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Evaluation              %
Mid-Term                30%
Presentation 1          5%
Presentation 2          5%
Research Paper          20%
Final Exam              40%
Total          100%
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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:

Saeed, John I. 2012. Semantics, 3rd Ed. Oxford: Wiley-Blackwell. ISBN: ISBN 978-1-1183-5536-7
Geeraerts, Dirk. 2010. Theories of Lexical Semantics. Oxford: Oxford University Press. ISBN: 978-0-19-870031-9

B- Recommended books, materials, and media:

Allwood, Jens, Lars-Gunnar Andersson, and Osten Dahl. 1977. *Logic in Linguistics*. Cambridge: Cambridge University Press. ISBN: 0-521-29174-7

Riemer, Nick. 2010*. Introducing Semantics.* Cambridge: Cambridge University Press. ISBN: 978-0-521-61741-3
Kreidler, Charles W. 2002. *Introducing English Semantics*. London: Routledge. ISBN: ISBN 0-415-18064-3.

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: -------------------------------

<u>Copy to:</u>
Head of Department
Assistant Dean for Quality Assurance
Course File