

## Course Syllabus

1	<b>Course title</b>	Lexicology and Dictionaries
2	<b>Course number</b>	2201737
3	<b>Credit hours</b>	3
	<b>Contact hours (theory, practical)</b>	3
4	<b>Prerequisites/Co-requisites</b>	
5	<b>Program title</b>	Master`s degree in Linguistics
6	<b>Program code</b>	011
7	<b>Awarding institution</b>	The University of Jordan
8	<b>School</b>	School of Foreign Languages
9	<b>Department</b>	Department of English Language and Literature
10	<b>Course level</b>	Graduate
11	<b>Year of study and semester (s)</b>	2023-2024 First semester
12	<b>Final Qualification</b>	MA
13	<b>Other department (s) involved in teaching the course</b>	
14	<b>Main teaching language</b>	English
15	<b>Delivery method</b>	<input checked="" type="checkbox"/> Face to Face learning <input type="checkbox"/> Blended <input type="checkbox"/> Fully online
16	<b>Electronic platform(s)</b>	<input checked="" type="checkbox"/> E - Learning <input type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....
17	<b>Issuing/Revision Date</b>	December 2023

### 18 Course Coordinator:

Name:
Office number:
Phone number:
Email:
Office hours:

### 19 Other instructors:

Name:
Office number:
Phone number:
Email:
Office hours:

### 20 Course Description:

This course provides an in-depth study of lexicology and Dictionaries, focusing on the structure, meaning, and use of words in language. Students will explore various aspects of lexical analysis, including word formation, semantic relationships, and lexical fields. They will also learn about the principles and practices of lexicography, including dictionary design and compilation. The course combines theoretical discussions with practical exercises and assignments to develop students' analytical and research skills in the field of lexicology and Dictionary.

## 21 Course aims and outcomes:

### A- Aims: Program learning out comes (PLO`s)

Upon successful completion of the Master's Program in Linguistics, students should be able to:

1. Discuss and Evaluate current linguistic theories, research methods, and their applications in professional contexts in a way that reflects his deep understanding of language structure and discourse.
2. Compare and contrast language systems, including grammar, phonetics, phonology, morphology, syntax, Semantics, pragmatics, and language acquisition in a manner that demonstrates comprehensive understanding of linguistic diversity.
3. Apply computational tools efficiently in linguistic research, lexicography, and language teaching, effectively harnessing technology to support language analysis and processing.
4. Systematize, critically analyze, and interpret extensive linguistic data from corpora, demonstrating the ability to extract valuable insights from linguistic sources.
5. Synthesize and analyze linguistic theory and data, using this knowledge to construct well-structured and evidence-based scholarly arguments.
6. Design and conduct linguistic research, interpreting its results, demonstrating the ability to write a master's thesis proficiently, and producing reports of publishable quality.
7. Prepare and deliver professional and specialized seminars, and work efficiently both independently and collaboratively while upholding social and professional responsibilities.
8. Demonstrates proficiency in using information and communication technology, employing it to generate new knowledge and enhance intellectual and professional capabilities and skills.

### B- Course Learning Outcomes (CLOs):

Upon successful completion of this course, students will be able to:

No.	Course Learning Outcomes	Program Outcomes										Assessment Tools									
		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
1	Analyze key concepts and theories in lexicology	X	X	X				X	X			X	X			X		X		X	
2	Demonstrate lexical relations between words as well as sound understanding	X	X	X				X	X			X	X			X		X		X	
3	Discuss word meaning, semantic relations and lexical fields.	X	X					X				X	X			X		X		X	
4	Discuss processes of lexical creation and change in English	X	X		X	X	X					X				X		X		X	
5	Produce sample dictionary entries using standard lexicographic conventions		X			X	X		X			X				X		X		X	
6	Develop advanced research skills, analytical skills, and communication skills that would improve their critical and analytical abilities and life-long learning habits.		X					X		X		X	X			X		X		X	

## 22. Topic Outline and Schedule:

Week	Lecture	Topic	Course Learning outcome	Teaching Methods*/platform	Evaluation Methods	References
1	1	Course Introduction and Overview of the course syllabus.  Introduction to Lexicology and Lexicography  Introduction to key concepts in lexicology and lexicography Historical development of dictionaries	1, 2, 4, 5, 7, 8,	Face to Face	In-class discussion / tasks + Quiz 1 + Mid-term Exam	Stock (1983) Atkins & Rundell (2008) Hartmann (2016)
2	2	Word Structure and Word Formation  Morphological analysis of words Word formation processes: derivation, compounding, conversion, etc. Productivity and constraints in word formation	2, 3, 5, 8,			Cruse (1986) Murphy (2003)
3	3	The Mental Lexicon Lexical Semantics  Meaning and sense relations of words Polysemy, homonymy, and synonymy Antonymy Hyponymy and Meronymy Semantic fields and lexical relations	1, 3, 4, 8	Face to Face	In-class discussion / tasks + Quiz 1 + Mid-term Exam	Cruse (1986) Murphy (2003)  Lyons (1977) Palmer (1976)
4	4	Morphology and Word Formation Productivity and creativity in the lexicon Multi-word units and idiomatic expressions Collocations and lexical chunks Corpus-based approaches to collocation analysis	5, 7	Face to Face	In-class discussion / tasks + Mid-term Exam	Bauer (1983) Plag (2003) Cowie (1998) Howarth (1996)
5	5	Lexical Variation, Lexical Change and Innovation Semantic change Regional and social variation in lexicon Lexical borrowing and loanwords Lexical change and language evolution	5, 7	Face to Face	Presentation In-class discussion / tasks + Final Exam	Aitchison (2001)  Nevalainen & Rounberg (2003)
6	6	Lexicography: Principles and	5, 7	Face to	Presentation	Hartmann & Jam

		Methods Principles of dictionary design Dictionary Types & Uses: monolingual, bilingual, specialized The practice of lexicography Lexicographic resources and tools		Face	In-class discussion / tasks + Final Exam	(1998) Landau (2001)	
7	7	<b>Midterm Exam</b>					
8	8	Lexicographic Analysis and Compilation  Lexicographic analysis of lexical items Definition writing and sense discrimination Compilation of dictionary entries	5, 7	Face to Face	Presentation In-class discussion / tasks	Landau (2001) Svensén (2009)	
9	9	Lexicography in the Digital Age  Electronic dictionaries and online resources Corpus linguistics and lexicography Lexical databases and lexical knowledge representation	5, 7, 12, 13	Face to Face	Presentation In-class discussion / tasks	Hanks (2012) Kilgariff et al.	
10	10	Lexicography and Language Teaching  Lexicography in language learning materials Lexical competence and vocabulary acquisition Lexical resources for language teachers	5, 7	Face to Face	In-class discussion / tasks + Final Exam		
	11	Lexicology and Lexicography in Specific Domains  Lexical analysis in specialized fields (e.g., medicine, law, technology) Terminology and terminology extraction Lexical challenges in translation and interpretation	5, 7	Face to Face	In-class discussion / tasks + Final Exam		
12	12	Lexicology and Lexicography in Contrastive Linguistics  Lexical differences and similarities across languages Contrastive analysis of lexicon Lexicographic tools for contrastive studies					
13	13	Lexicology and Lexicography in Corpus Linguistics  Corpus-based approaches to					

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		lexicology Lexical frequency and collocation analysis using corpora Corpus-based lexicography				
14	14	Lexicology and Lexicography in Lexical Semantics  Lexical concepts and semantic networks Lexical knowledge representation in computational linguistics Lexical resources for natural language processing	12	Face to Face	In-class discussion / tasks + Final Exam	
15	15	Research Project Presentations  Students present their research projects related to lexicology and lexicography				

- **Teaching methods include:** Synchronous lecturing/meeting; Asynchronous lecturing/meeting; discussion
- **Assessment methods include:** 1. quizzes, 2. assignments, 3. midterm, 4. projects, 5. interview, 5. case studies, 6. presentation, 7. field study 8. term papers, 9. student portfolio, 10. final exam

### 23 Evaluation Methods:

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

Evaluation Activity	Mark	Topic(s)	Course Learning Outcome	Period (Week)	Platform
Presentation & participation	10	All units	4+5+7	Throughout the semester	In-class
Assignment	10	Students creating entries	1+2+3+4+5+6	Throughout the semester	On campus
Term paper	10	Paper on chosen topics in lexicology and lexicography		Throughout the semester	On campus
Mid-term Exam	30		1+2+3+4+5+6 +7+8	To be scheduled	On campus
Final Exam	40	<b>Part 1: English Collocations in Use</b> - Unit s (14 +16+ 17 + 18 + 19 + 20 + 21 + 22	1+2+3+4+5+6 +7+8	To be scheduled	On campus

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		+ 23 + 24 + 25 + 26 + 27 + 28 + 29 + 30 + 33 +37 + 40 + 44 + 45 + 51 + 52 + 55 + 57) <b>Part 2: English Vocabulary in Use</b> - Unit s 61+67+68			
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### Rubric for presentation tasks:

Criteria	10	8	6	4	2-0
<b>Subject Mastery</b>	Full knowledge of the topic is demonstrated and any questions from the audience are correctly answered and explained. A thesis is presented.	Understanding of the topic is demonstrated and most of the questions from the audience are answered correctly. A thesis is presented.	The content shows some understanding and comprehension of the topic, but questions from the audience aren't answered correctly. A thesis is somewhat presented.	The presentation has some information about the topic, but is mostly based on clichés and basic knowledge. No thesis is presented.	The presentation doesn't show any knowledge of the topic, it's short and has basic or no foundation. No thesis is presented.
<b>Organization</b>	It is presented in a logical, interesting sequence, and effective way that can be followed easily.	It is presented in a logical sequence which can be followed fairly easily.	The presentation is somewhat difficult to follow but the general idea and timeline is understood.	The presentation is difficult to follow because it jumps back and forth and it is difficult to understand.	The presentation has no sequence of information and is not understood.
<b>Delivery</b>	Maintains eye contact, doesn't read from notes, speaks loud with inflection, pronounces all words correctly, and is very effective and engaging.	Maintains eye contact throughout, rarely reads from notes, speaks with inflection, pronounces most words correctly, and is somewhat effective and engaging.	Maintains eye contact, reads from notes occasionally, speaks loud enough, pronounces some words correctly, and is somewhat effective and engaging.	Occasional eye contact, mostly reads from notes, speaks quietly and mispronounces	No eye contact is made, reads from notes, a lot of mumbling and mispronunciation, and speaks quietly.

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<p><b>Creativity</b></p>	<p>Presentation is unique and innovative, with visual aids that are effectively used to support or demonstrate the content. The focus chosen is original and inspired.</p>	<p>Presentation's information is highlighted with visual aids that are used in an interesting way. The focus chosen is original.</p>	<p>Presentation is interesting, but unoriginal and there's a presence of visual aids that somewhat support the content. The focus chosen is somewhat interesting, but obvious.</p>	<p>Presentation is not unique or interesting, but uses of visual aids in a somewhat interesting way. Little or no interest is conveyed in the focus chosen.</p>	<p>There is no true focus which leads to poor or no creativity. There are no visual aids.</p>
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### 24 Course Requirements

(e.g: students should have a computer, internet connection, webcam, account on a specific software/platform...etc):

You need to check E-learning and Microsoft Teams at least 3 times a week since supplementary materials will be assigned on a regular basis on E-learning and announcements will be posted on Microsoft Teams. Students should have a computer, internet connection, and access to E-learning and Microsoft Teams platforms.

### 25 Course Policies:

#### **A- Attendance policies:**

Attendance will be taken each class and the students should not exceed the allowed limit of absences.

Students are expected to take part in all lectures and keep track of the course content on E-learning. Low attendance influences the participation mark (An absent student cannot participate).

#### **B- Absences from exams and submitting assignments on time:**

The midterm and final exams can be made up only with an approved exam excuse. Presentations will not be made up no matter what your excuse was.

#### **C- Honesty policy regarding cheating, plagiarism, misbehavior:**

Any attempt of cheating in the major exams/quizzes will be severely penalized.

#### **D- Available university services that support achievement in the course:**

E-learning – The University's e-learning platform - and Microsoft Teams.

### 26 References:

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

1. Hartmann, R. (2016). *Teaching and Researching Lexicography*. Routledge eBooks.  
<https://doi.org/10.4324/9781315838922Cruse>,
2. D. A. (1986). *Lexical semantics*. Cambridge University Press.
3. Stock, P. (1983). *The complex nature of lexicography*. *Applied Linguistics*, 4 (4), 331-337.

### B- Recommended books, materials and media:

1. "*Lexicology: A Short Introduction*" by Howard Jackson
2. "*Lexicography: An Introduction*" by Howard Jackson and Etienne ZéAmvela
3. "*The Oxford Handbook of Lexicography*" edited by Philip Durkin
4. "*Lexical Semantics*" by D.A. Cruse
5. "*Corpus Linguistics and Lexicography*" by Sylviane Granger and MagaliPaquot

**Note: Additional readings and resources will be provided throughout the course.**

### 27 Additional information:

Name of Course Coordinator: -----Signature: ----- Date: -----

Head of Curriculum Committee/Department: ----- Signature: -----

Head of Department: Dr. Marwan Al Jarrah Signature: -----

Head of Curriculum Committee/Faculty: ----- Signature: -----

Dean: Prof. Adnan Al Smadi-Signature: -----