

## Course Syllabus

1	Course title	Semantics
2	Course number	2201750
3	Credit hours	3
	Contact hours (theory, practical)	3
4	Prerequisites/Co-requisites	
5	Program title	Master's Degree in Linguistics
6	Program code	011
7	Awarding institution	The University of Jordan
8	School	School of Foreign Languages
9	Department	Department of English Language and Literature
10	Course level	Graduate
11	Year of study and semester (s)	2022/2023, First Semester
12	Final Qualification	MA
13	Other department (s) involved in teaching the course	
14	Language of Instruction	English
15	Delivery method	<input checked="" type="checkbox"/> Face to Face learning <input type="checkbox"/> Blended <input type="checkbox"/> Fully online
16	Electronic platform(s)	<input checked="" type="checkbox"/> E - Learning <input type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....
17	Issuing/Revision Date	December 2023

### 18 Course Coordinator:

Name: Dr Aseel Zibin

Office number:

Phone number: 065355000/24777

Email: a.zabin@ju.edu.jo, [aseel\\_zabin@hotmail.com](mailto:aseel_zabin@hotmail.com)

Office Hours: Wed and Mon 3:00-4:00, Sun 2:30-3:30 or by appointment

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### 19 Other instructors:

Name:

Office number:-

Phone number:

Email:

:

### 20 Course Description:

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 cognitive semantics are explored.

### 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:



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6	Participants	1, 5	Discussion	In-class tasks	Main textbook
7	Midterm	1-5			Main textbook
8	Context and Inference	6	Discussion	In-class tasks	Main textbook
9	Speech as Action	1, 5, 6	Discussion	In-class tasks	Main textbook
10	Meaning Components	1, 5	Discussion	In-class tasks	Main textbook
11	Formal Semantics	1, 2, 5	Discussion	In-class tasks	Main textbook
12	Cognitive Semantics	1-6	Discussion	In-class tasks	Main textbook
13	Metaphor and Metonymy. Word meaning and radial categories Meaning. construction and mental spaces	1-6	Discussion	In-class tasks, term paper, project	Main textbook
14	Metaphor and metonymy Word meaning and radial categories Meaning construction and mental spaces	1-6	Discussion	In-class tasks	Main textbook
15	Revision	1-6	Discussion	In-class tasks	Main textbook

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- **Teaching methods include:** Synchronous lecturing/meeting; Asynchronous lecturing/meeting, discussion, and forums.
- **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:

Evaluation Activity	Mark	Topic(s)	Intended Learning outcome	Period (Week)	Platform
Assignments	5	Entailment, presupposition, sense relations, logic, metonymy	1, 2, 3, 4, 5, 6	1-15	MicrosoftTeam+ E-Learning
Presentation\critical appraisal of a paper	5	Lexical, formal and cognitive semantics	1, 2, 3, 4, 5, 6	9	On campus
Term paper	20	Lexical, formal and cognitive semantics	1, 2, 3, 5, 6	14	On campus
Midterm Exam	30	Lexical and formal semantics	1, 2, 3, 4, 5	7	On campus
Final Exam	40	Participants, componential meaning, conceptual semantics, speech at and cognitive semantics	1, 2, 3, 4, 5	16	On campus

### Rubric for Oral Presentation

Category	Weight	Unacceptable	Satisfactory	Good	Score
Identify & Explain Errors	30%	The topic and research questions presented by The student are Not explained clearly.	There is some explanation Provided by the Student of the Topic and research questions presented, but it Is not enough.	Topic and Research Questions are Identified and Fully explained In great detail by the student. Appropriate Vocabulary is Used in	

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				explanations.	
Correct Work/Solution	30%	No work is Shown by the Student that correctly Provides a Solution to the problem identified.	The work Presented to Solve this Problem is insufficient.	Work presented Fully explains the correct Procedure to Provide a Solution for the problem. Appropriate Vocabulary is Used in explanations.	
Problem Solving Strategy	30%	Strategy, tools And procedures To deal with the Topic and research Questions are not provided.	Strategy, tools and procedures To deal with the research Questions are not detailed enough.	Strategy and tools to deal with The research Questions are Fully explained. Appropriate Vocabulary is Used in explanations.	
Neatness and presentation skills	10%	The Presentation is Sloppy or disorganized. There is visible evidence that The student has Not practiced his/her presentation	The presentation Is some what Organized, It is somewhat No able that the student has not Practiced his/her presentation skills, e.g. eye contact, clear	The presentation Is very easy to Follow ,Is very organized, and is neat. It is very clear that the Student has practiced his/her presentation skills, e.g. eye	

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		skills, e.g. eye contact, clear language, engagement with the audience, pronunciation, etc.	language, engagement with the audience, pronunciation, etc.	contact, clear language, engagement with the audience, pronunciation, etc.	
Instructor's Comments:					

Assignment Score \_\_\_\_\_

### Rubric for Term-paper

The following are **grade descriptors** which are designed to help you understand how your mark was arrived at:

20	An outstanding paper showing a complete overall grasp of the major issues and their implications, and a clear grasp of relevant standard critical approaches to the subject. Evidence of capacity to think independently and to formulate own criteria and judgments. Argument very clearly structured and confidently supported by appropriate evidence derived from primary and secondary sources .Presentations
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	<p>excellent; sources are thoroughly cited. Exceptional essay that could not be bettered at this level.</p>
19-18	<p>An excellent paper showing considerable understanding of the major issues and a capacity to use standard critical approaches appropriate to the subject. Evidence of developing confidence in formulating independent ideas, criteria and judgments. Argument cogent and clearly supported by appropriate evidence drawn from mainly secondary (possibly some primary) sources, which are thoroughly cited Presentations excellent. Ambitious essay, unusually perceptive at this level.</p>
17-16	<p>A very good, well-focused paper demonstrating a very good level of understanding of the major issues under discussion and reasonable confidence in handling standard approaches to the subject. Some evidence of capacity for independent thought in developing an argument that draws on secondary sources to put forward an analysis that is generally sound, although there may be occasion a lack of clarity or organisation. Presentation is generally very good and sources are well documented</p>
15	<p>A good, competent paper in all or most areas, or showing moderate competence in some areas but excellence in others. Able to summarize and interpret primary (and some secondary) material in a way that demonstrates awareness of major issues and some capacity for critical evaluation. Less ambitious in scope than First Class, but still aiming to achieve a good level of analyses. at the lower end of the scale, there may be some shortcomings, but major errors are avoided. Presentation generally competent; sources adequately documented.</p>
14	<p>Essay fair and reasonably competent in all or most areas, or uneven paper showing strength in some areas but weakness in others. Fairly competent knowledge or understanding of the material studied, but characterized by one or more of the following: lack of critical analysis; lack of considered thought argument not always well structured or relevant; some gaps in planning and use of evidence; lacks the</p>

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	<p>Comprehensiveness, accuracy and/or cohesiveness expected of an Upper Second. Some awareness of critical debates but may be too descriptive or generalized; would benefit from sharper focus and more reflection; presentation is fair, sources documented, but perhaps with some inconsistency/gaps.</p>
13	<p>Adequate paper in all or most areas, tending to be descriptive with uncritical coverage of debates and issues, but with some basic (or minimal, at the lower end of the scale) relevant information and understanding. Some evidence of reading and attempt to address question or topic, but with substantial omissions or irrelevant material. Skills of planning, structuring and presentation relatively weak; barely adequate understanding of concepts, barely adequate use of reading and sources with poor referencing.</p>
12-9.5	<p>Unsatisfactory paper showing minimal achievement but containing some elementary relevant information. Reliant on a minimal range of reading and poor attention to detail. May be repetitive consisting of a string of weak statements/opinions which may not relate to each other. Assertions without supporting evidence ;minimal reflection ,poor planning and presentation; sources very inadequately cited.</p>
9-7	<p>Poor paper, inadequate in almost all areas, displaying little knowledge or understanding. Insufficient evidence that the candidate has adequately benefited from the material studied. Poorly organized and confused argument; little or no evidence of analysis, planning or presentation skills; sources not cited or very inadequately cited.</p>

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6-3	Very poor paper in which there is no evidence of understanding or knowledge of the material studied; inability to construct an argument; lack of planning or presentation skills; significant elements of Irrelevance or error; no sources or sources not cited.
2-0	Extremely poor and incoherent essay; irrelevant and error-strewn; no sources.

Assignment Score \_\_\_\_\_

### 24 Course Requirements

Students should have a computer, internet connection, webcam, and account on a Microsoft Teams.

### 25 Course Policies:

**A- Attendance policies:**

As per the University Regulations.

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

As per the University Regulations.

**C- Health and safety procedures:**

Please attend all exercise and follow the safety instructions on the walls and the student's booklet.

**D- Honesty policy regarding cheating, plagiarism, misbehavior:**

As per the University Regulations.

**E- Grading policy:**

As explained above in 23.

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

Please ask me or your academic advisor for any help or support.

### 26 References:

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

Riemer, N. (Ed.). (2016). The Routledge handbook of semantics. London: Routledge. Saeed,

J. I. (2015). Semantics. John Wiley & Sons.

B- Recommended books, materials and media:

Geraerts, D. (2017). Lexical semantics. In Oxford Research Encyclopedia of Linguistics.

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Zibin, A. (2021). Blood metaphors and metonymies in Jordanian Arabic and English. *Review of Cognitive Linguistics* 19(1), 26-50.

Evans, V. (2012). *Cognitive linguistics*. Wiley Interdisciplinary Reviews: Cognitive Science, 3(2),129-141.  
Portner, P. H., & Partee, B. H. (Eds.). (2008). *Formal semantics: The essential readings*. John Wiley & Sons.

### 27 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: .....