## A COURSE MODULE DESCRIPTOR FORM

(Course Book)

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| Module Information |
| **Course Module Title** | **Semantics** |
| **ناوە کۆرس مۆدیول** | واتاسازی |
| **عنوان الوحدة** |  علم الدلالة |
| **Course Module Type** |  | **Module Code** |  |
| **ECTS Credits** |  | **Module Level** | B.A |
| **Semester of Delivery** |  | **Dept. Code** | ENG |
| **College (Code)** | E & L |
| **Module Website (CMW)** |  |
| **Module Leader (ML)** |  |
|  **e-mail** | ahmed.azeez@lfu.edu.krd |
| **ML Acad. Title** |  | **ML Qualification** |  |
| **ML ORCID** | <https://orcid.org/my-orcid?orcid=0000-0001-5824-9990> |
| **ML Google Scholar Acc.** | <https://scholar.google.com/citations?hl=en&user=WUtRxcoAAAAJ> |
| **Course Module Tutor** | Ahmed Azeez Mohammed |
| **Module Tutor email** | ahmed.azeez@lfu.edu.krd |
| **Date Approved** |  | **Version Number** |  |

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| Relation With Other Modules |
| **Pre-requisites** |  |
| Module Aims, Learning Outcomes and Indicative Contents |
| Module Introductory Description | This three hour credit course introduces students to the basic principles of modern linguistic semantics and explains how languages organize and express meaning through words, parts of words, sentences, and discourse. It is meant for advanced undergraduate students in linguistics who are competent in syntax and syntactic analysis. The aim is to span the gap between semantic theory and practice by getting students to think for themselves and to develop strong practical skills with confidence and conviction. Students learn semantics by working with real data. Topics include: semantic field theory, lexical relations, mental representations, truth conditional semantics, thematic role theory, context and inference, speech act theory, situation types, and modality and evidentiality. Emphasis is on sentence semantics with extensive exercises on thematic roles and situation types using semantic categories such as situation types, tense, aspect, and voice.  |
|  Module Aims | *Upon completion of this course, students will be able to:** Define the technical terms required to describe meaning.
* Apply modern semantic and pragmatic theories including lexical field theory, truth conditional semantics, referential theory, mental representations, linguistic relativity, relevance theory, speech act theory, situations types, thematic roles, conversational implicature and information structure.
* Identify lexical relations between sentences including paraphrase, entailment, implicature, and presupposition.
* Distinguish between semantics, pragmatics, semiotics and other sub-disciplines within the field of semantics.
* Identify truth tables of synonymy, entailment, contradiction and presupposition.
* Identify sense relations between words including hyponymy, polysemy, synonymy, antonymy, and derivational relations such as causative verbs and agentive nouns.
* Describe concepts by using sets of necessary and sufficient conditions, and prototypes.
* Classify situations into states, activities and accomplishments using semantic distinctions such as static/dynamic, durative/punctual and telic/atelic.
* Identify categories that interact with situation types such as tense, aspect, modality and evidentiality.
* Categorize types of speech acts including performatives, indirect speech acts and sentence types.
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| Module Learning Outcomes |  **Students Learning Outcome:*** Develop critical thinking skills to analyse and synthesize the different semantic characteristics within one's own language and other languages.
* Demonstrate the skill of recognition and distinction of the different terms of modern semantics.
* Develop maturity and self-growth in learning about one's own language and other languages.
* Solve entailment problems by applying the basic rules of entailment and presupposition.
* Demonstrate the skill of independent critical thinking.
* Solve thematic role exercises.
* Identify types of antonyms.
* Identify lexical relations between words and sentences.
* Formulate truth tables.
* Identify situation types.
* Identify logical inferences such as implicature, presupposition and entailments.
* Distinguish between spatial and social deixis.
* Identify speech acts; interactivity and context dependence.
* Evaluate performative utterances.
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| Learning and Teaching Strategies |
| **Strategies** | Lectures; demonstrations; class discussion; exercises and drills, which may be through audio CDs (which accompany the textbook), videos, Internet materials); oral presentations; role play. |

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| Module Delivery |
| **Structured workload (h/w)** | 4 hours per week |
| **Unstructured workload (h/w)** |  |
| **Total workload (h/w)** |  |

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| Module Assessment |
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| Midterm Examination 25 %  |
| Assignments 15% |
| Final Examination 60% |
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| **Total**  |  | 100 |  |  |

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| Learning and Teaching Resources |
|  | **Text** | **Available in the Library?** |
| **Required Texts** | * Alsulaimaan, M. M., (2016 ) :Semantics and Pragmatics, Erbil: Haval Printing Press.
* Hurford, J. R., Heasley, B., & Smith, M. B. (2007). *Semantics: A coursebook*. Cambridge: Cambridge University Press.
 | Yes |
| **Recommended Texts** | * Kreidler, C. (2002). Introducing English semantics. London: Routledge
* Saeed, John I. (2009). Semantics. Third Edition. London: Wiley-Blackwell.
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| **Websites** |  |

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| Delivery Plan (Syllabus) |
| **Week**  | **Material Covered** |
| **Week 1** | Add-and-Drop Period  |
| **Week 2** | Introduction to semantics, semiotics & pragmatics  |
| **Week 3** | Semantics & Semiotics; word meaning & sentence meaning |
| **Week 4** | Semantics & Pragmatics; reference, sense, utterances, propositions |
| **Week 5** | Reference; mental representations |
| **Week 6** | Nawroz Holiday, the Kurdish New Year |
| **Week 7** | Nawroz Holiday, the Kurdish New Year |
| **Week 8** | Review |
| **Week 9** | Mid-term examination |
| **Week 10** | Linguistic relativity; in-class exercises & general discussion |
| **Week 11** | Word meaning; grammatical categories; lexical relations |
| **Week 12** | Lexical relations; derivational relations; lexical universals |
| **Week 13** | Sense relations & truth; logic & truth |
| **Week 14** | Entailment; presupposition |
| **Week 15** | Revision |
| **Week 16** | **Final Exam** |

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| Course Keywords |
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### APPENDIX: (Help and Information)

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| **Lebanese French UNIVERSITY** |
|  **GRADING SCHEME** |
| **Group** | **ECTS Grade** | **% of Students/Marks** | **Definition** | **GPA** |
| **Success Group****(50 - 100)** | **A -** Excellent | Best 10% | Outstanding Performance | **5** |
| **B -** Very Good | Next 25% | Above average with some errors | **4** |
| **C -** Good | Next 30% | Sound work with notable errors | **3** |
| **D -** Satisfactory | Next 25% | Fair but with major shortcomings | **2** |
| **E -** Sufficient | Next 10% | Work meets minimum criteria | **1** |
| **Fail Group****(0 – 49)** | **FX –** Fail | (45-49) | More work required but credit awarded |  |
| **F –** Fail | (0-44) | Considerable amount of work required |  |
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| Note: |  |  |
| NB Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. KNU has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above. |

**Useful Resource:**

**Designing Learning, From module outline to effective teaching**

<https://www.sun.ac.za/english/faculty/arts/Documents/Designinglearning.pdf>