

<b>DEREE COLLEGE SYLLABUS FOR:</b>		<b>US credits 3/0/3</b>
<b>EN 3365 SEMANTICS AND PRAGMATICS</b> (Updated Fall 2022)		<b>UK LEVEL 5</b> <b>UK CREDITS 15</b>
<b>PREREQUISITES:</b>	WP 1010 Introduction to Academic Writing WP 1111 Integrated Academic Writing and Ethics EN 2216 Introduction to Language	
<b>CATALOG DESCRIPTION:</b>	A study of word, sentence and utterance (contextualized) meaning. The course introduces significant notions and theories for the field of semantics and pragmatics and examines the semantics/pragmatics interface. It enhances understanding of how human communication takes place.	
<b>RATIONALE:</b>	This course focuses on the study of the meanings of words and sentences and of meanings beyond words.	
<b>LEARNING OUTCOMES:</b>	Upon successful completion of this course, the student should be able to: <ol style="list-style-type: none"> <li>1. Understand the different levels of semantics, such as lexical and compositional semantics;</li> <li>2. Explain the different kinds of meaning and identify the relations between linguistic expressions, concepts and objects (sense, reference, denotation, extension/intension);</li> <li>3. Describe how language is used to perform "speech acts";</li> <li>4. Demonstrate understanding between what is said and what is implied;</li> <li>5. Explore a field-related issue in a coherent, unified written response using appropriate literature and/or methodology related to semantic and pragmatic concepts</li> </ol>	
<b>METHOD OF TEACHING AND LEARNING:</b>	In congruence with the teaching and learning strategy of the college, the following tools are used: <ul style="list-style-type: none"> <li>• Lectures, class discussions, workshop-style pair work and group work during class meetings;</li> <li>• Formative exercises and online learning tasks through the Blackboard online tools designed to help students acquire confidence and benefit from independent study;</li> <li>• Use of the Blackboard Learning platform to post lecture notes, assignment instructions, timely announcements, as well as additional resources;</li> <li>• Timely instructor feedback on assignments;</li> <li>• Other relevant educational material placed on reserve in the library;</li> <li>• Individualised assistance during office hours for further discussion of lecture material, additional reading, assignments and examinations;</li> <li>• Close collaboration with the Library and SASS to encourage students' effective use of academic support services.</li> </ul>	

<p><b>ASSESSMENT:</b></p>	<p><b>Summative:</b></p> <table border="1" data-bbox="464 233 1206 604"> <tr> <td data-bbox="464 233 1031 449"> <p><b>First Assessment: Essay (2,500 - 3000 words) –</b> A unified and coherent essay (drawing on a minimum of 12 sources) on an issue discussed in class or a response to one (or more) assigned article(s)</p> </td> <td data-bbox="1031 233 1206 449" style="text-align: center;"> <p><b>50%</b></p> </td> </tr> <tr> <td data-bbox="464 449 1031 604"> <p><b>Final Assessment: Final Examination (2 hours)</b> Essay question(s), short responses and/or problem solving on issues discussed in class</p> </td> <td data-bbox="1031 449 1206 604" style="text-align: center;"> <p><b>50%</b></p> </td> </tr> </table> <p><b>Formative:</b></p> <table border="1" data-bbox="464 695 1206 978"> <tr> <td data-bbox="464 695 1031 947"> <ul style="list-style-type: none"> <li>• Problem solving questions and in class quizzes;</li> <li>• short homework assignments which mainly constitute article summaries and critical appreciation of assigned articles;</li> <li>• collaborative wikis and class discussion(s) on issues discussed in class.</li> </ul> </td> <td data-bbox="1031 695 1206 947" style="text-align: center;"> <p><b>0</b></p> </td> </tr> <tr> <td data-bbox="464 947 1031 978"> <p>Mock exam</p> </td> <td data-bbox="1031 947 1206 978" style="text-align: center;"> <p><b>0</b></p> </td> </tr> </table> <p>The formative coursework prepares students for successful completion of the summative coursework.</p> <p>The essay tests Learning Outcome 4. The final examination tests Learning Outcomes 1, 2 and 3.</p> <p><b>The final grade for this course will not be determined through grade averaging. Students are required to resit any failed assessments.</b></p>	<p><b>First Assessment: Essay (2,500 - 3000 words) –</b> A unified and coherent essay (drawing on a minimum of 12 sources) on an issue discussed in class or a response to one (or more) assigned article(s)</p>	<p><b>50%</b></p>	<p><b>Final Assessment: Final Examination (2 hours)</b> Essay question(s), short responses and/or problem solving on issues discussed in class</p>	<p><b>50%</b></p>	<ul style="list-style-type: none"> <li>• Problem solving questions and in class quizzes;</li> <li>• short homework assignments which mainly constitute article summaries and critical appreciation of assigned articles;</li> <li>• collaborative wikis and class discussion(s) on issues discussed in class.</li> </ul>	<p><b>0</b></p>	<p>Mock exam</p>	<p><b>0</b></p>
<p><b>First Assessment: Essay (2,500 - 3000 words) –</b> A unified and coherent essay (drawing on a minimum of 12 sources) on an issue discussed in class or a response to one (or more) assigned article(s)</p>	<p><b>50%</b></p>								
<p><b>Final Assessment: Final Examination (2 hours)</b> Essay question(s), short responses and/or problem solving on issues discussed in class</p>	<p><b>50%</b></p>								
<ul style="list-style-type: none"> <li>• Problem solving questions and in class quizzes;</li> <li>• short homework assignments which mainly constitute article summaries and critical appreciation of assigned articles;</li> <li>• collaborative wikis and class discussion(s) on issues discussed in class.</li> </ul>	<p><b>0</b></p>								
<p>Mock exam</p>	<p><b>0</b></p>								
<p><b>INDICATIVE READING:</b></p>	<p><b>REQUIRED READING:</b> Griffiths, Patrick. (2017) <i>An introduction to English semantics and pragmatics</i>. Edinburgh University Press. Hurford, J., &amp; Heasley, B. (2010). <i>Semantics: A course book</i>. (2<sup>nd</sup> ed.). Cambridge University Press.</p> <p><b>RECOMMENDED READING:</b> Alston, P. W. (2000). <i>Illocutionary acts and sentence meaning</i>. Cornell University Press. Archakis, A., &amp; Tsakona, V. (2010): "The wolf wakes up inside them, grows werewolf hair and reveals all their bullying": The Representation of Parliamentary Discourse in Greek Newspapers. <i>Journal of Pragmatics</i>, 4 (2), 912-23. Austin, J. (1962). <i>How to do things with words</i>. Harvard University Press. Barron, A., Gu, Y., Steen, G., &amp; Routledge. (2017). <i>The Routledge handbook of pragmatics</i>. Routledge. Blommaert, J. (2009). Ethnography and democracy: Hymes' political theory of language. <i>Text &amp; Talk</i>, 29(3), 257-276. Cruse, A. (2006). <i>Glossary of semantics and pragmatics</i>. Edinburgh University Press.</p>								

	<p>Cruse, D. (2015). <i>Meaning in language: An introduction to semantics and pragmatics</i>. Oxford University Press.</p> <p>Elbourne, P. (2011). <i>Meaning: A Slim Guide to Semantics</i>. Oxford University Press.</p> <p>Grundy, P. (2008). <i>Doing pragmatics</i>. Hodder Education.</p> <p>Hidayat, A. (2016). Speech Acts: Force Behind Words. <i>English Education: Journal Tadris Bahasa Inggris IAIN Raden Intan</i>, 9(1), 1-12. doi:10.24042/ee-jtbi.v9i1.415.</p> <p>House, J. (2000). Understanding misunderstanding: A pragmatic-discourse approach to analysing mismanaged rapport in talk across cultures. In H. Spencer-Oatey (Eds.), <i>Culturally speaking - Managing rapport through talk across cultures</i> (pp. 146-164). Continuum.</p> <p>Hymes, D. (1964). Introduction: Toward Ethnographies of Communication. <i>American Anthropologist</i>, 66(6), 1-34. Retrieved from <a href="http://www.jstor.org/stable/668159">http://www.jstor.org/stable/668159</a></p> <p>Jaszcolt, K.M. (2002). <i>Semantics and pragmatics: Meaning in language and discourse</i>. Longman/Pearson Education Ltd.</p> <p>Kaur, J. (2011). Intercultural communication in English as a lingua franca: Some sources of misunderstanding. <i>Intercultural Pragmatics</i>, 8 (1), 93-116.</p> <p>Lo Bianco, J., &amp; Crozet, C. (Eds.). (2003). <i>Teaching invisible culture - Classroom practice and theory</i>. Language Australia Ltd.</p> <p>Meihami, H., &amp; Khanlarzadeh, M. (2015). Pragmatic Content in Global and Local ELT Textbooks: A Micro Analysis Study. <i>Sage Open</i> DOI: 10.1177/2158244015615168</p> <p>Mey, J. (2001). <i>Pragmatics: An introduction</i>. Oxford, UK: Blackwell.</p> <p>Riemer, N. (2016). <i>The Routledge Handbook of Semantics</i>. Routledge.</p> <p>Seith, K. (2012, June). <i>Could your language affect your ability to save money?</i> [video file].</p> <p>Tatsuki, D., &amp; Houck, N. (Eds.). (2010). <i>Pragmatics: Teaching speech acts</i>. Alexandria, VA: 2 Teachers of English to Speakers of Other Languages.</p> <p>Wierzbicka, A. (2003). <i>Cross-cultural pragmatics: The semantics of human interaction</i> Mouton de Gruyter.</p>
<p><b>INDICATIVE MATERIAL</b> (e.g. audio-visual, digital material, etc.)</p>	<p><b>REQUIRED MATERIAL:</b></p> <p>Power points and videos posted on BB</p> <p><b>RECOMMENDED MATERIAL:</b></p> <p>Power points and videos posted on BB</p>
<p><b>COMMUNICATION REQUIREMENTS:</b></p>	<p>Using verbal and written skills using academic English.</p>
<p><b>SOFTWARE REQUIREMENTS:</b></p>	<p>Turnitin, Blackboard, Microsoft Office (Word, Excel, PowerPoint), Google Forms, Sketch Engine</p>
<p><b>WWW RESOURCES:</b></p>	<p>Handke, J. (2013). Semantics and Pragmatics. <i>The Virtual Linguistics Campus</i>. <a href="https://oer-vlc.de/">https://oer-vlc.de/</a></p> <p>Semantics and Pragmatics: an introduction (n.d.). Retrieved from <a href="https://www.canil.ca/course/semantics-and-pragmatics-2/">https://www.canil.ca/course/semantics-and-pragmatics-2/</a></p> <p>Semantics and its Relationship with Pragmatics (n.d.). Retrieved from <a href="https://www.youtube.com/watch?v=8wSJTBG2oJo">https://www.youtube.com/watch?v=8wSJTBG2oJo</a></p> <p><a href="http://www.LINGUISTlist.org">www.LINGUISTlist.org</a></p> <p><a href="http://www.sciencedirect.com/science/journal/03782166">http://www.sciencedirect.com/science/journal/03782166</a></p> <p><a href="http://www.lingoa.eu/faqs/faq-english/">http://www.lingoa.eu/faqs/faq-english/</a></p> <p><b>Journal of Semantics</b> <a href="http://jos.oxfordjournals.org/?vm=r">http://jos.oxfordjournals.org/?vm=r</a></p>

	<p><b>Journal of Pragmatics</b>  <a href="http://www.elsevier.com/wps/find/journaldescription.cws_home/505593/description#description">http://www.elsevier.com/wps/find/journaldescription.cws_home/505593/description#description</a></p>
<p><b>INDICATIVE CONTENT:</b></p>	<ul style="list-style-type: none"> <li>• <b>Introduction to semantics as a scientific discipline</b> <ul style="list-style-type: none"> <li>○ Sentences</li> <li>○ Utterances</li> <li>○ Propositions</li> </ul> </li> <li>• <b>Words as meaningful units</b> <ul style="list-style-type: none"> <li>○ Reference and sense,</li> <li>○ Sense relations;</li> </ul> </li> <li>• <b>Lexeme meaning</b> <ul style="list-style-type: none"> <li>○ Componential analysis</li> </ul> </li> <li>• <b>Semantic (lexical) fields;</b> <ul style="list-style-type: none"> <li>○ Collocations and idioms</li> </ul> </li> <li>• <b>Sentence meaning</b> <ul style="list-style-type: none"> <li>○ Truth conditions,</li> <li>○ Tautologies</li> <li>○ Contradictions</li> </ul> </li> <li>• <b>Pragmatics: an overview</b> <ul style="list-style-type: none"> <li>○ Semantics and Pragmatics: the interface</li> <li>○ Implicatures</li> <li>○ Presuppositions</li> </ul> </li> <li>• <b>Figurative language</b> <ul style="list-style-type: none"> <li>○ Literal and figurative usage</li> <li>○ Irony and humour</li> <li>○ Metaphor and simile</li> </ul> </li> <li>• <b>Utterance in context</b> <ul style="list-style-type: none"> <li>○ Given and new material</li> </ul> </li> <li>• <b>Doing things with words</b> <ul style="list-style-type: none"> <li>○ Speech acts</li> </ul> </li> <li>• <b>The socio-cultural aspect of Pragmatics</b></li> </ul>