

UNIVERSITY OF ZADAR UNIVERSITAS STUDIORUM IADERTINA Form 1.3.2. *Syllabus*

Study programme English Studies ECTS 3 Department Department of English Studies	Course	Semantics Year 2019/2020										
Department Department of English Studies Level of study programme ⊠ Undergraduate □Graduate □Integrated □Postgraduate Type of study programme Single major ⊠ University □Professional □Specialized Year of study □ I □ 2 ⊠ 3 □ 4 □ 5 Semester □ Winter □ I □ 2 ⊠ 3 □ 4 □ 5 Status of the course ory □ Elective □ University □Professional Teaching □ NO Vorkload 30 L 15 S 0 E Internet sources for e-learning □ NO Location and time of instruction Monday, 10-12, room 143 (tecture); Monday 12-14, room 157 (seminars) Language(s) in which the course is taught for students from other departments 20 Januar 2020 Course start date 7 October 2019 Course end date 20 Januar 2020 Enrolment in the 5 th semester of the undergraduate English Studies 20 Januar 2020 Course instructor Sanja Škifić, Ph.D., Associate Professor Monday, 9:00-10:00 and Friday, 11:00- 12:00 Assistant/Associate □ Consultation hours Monday, 9:00-10:00 and Friday, 11:00- 12:00												
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 a) <u>instrumental competencies:</u> cognitive abilities; understanding and dealing with ideas and concepts b) <u>interpersonal competencies</u>: ability of critical argumentation; ability of criticism and self-criticism c) <u>systematic competencies</u>: individual work; ability to compare different approaches and knowledge structures, critical thinking; development of an interdisciplinary approach 	Learning outcomes	assignments				os the	followi	ng gener	ic cor	nnetenc	ries:	
Course-specific competencies: ability to interpret the basic linguistic units or the level of meaning; critical thinking towards traditional and contemporary theoretical frameworks within which the semantic phenomena are analyzed.		ability of bare king; suistic units on ntemporary										



UNIVERSITY OF ZADAR UNIVERSITAS STUDIORUM IADERTINA Form 1.3.2. Syllabus

Learning outcomes at level	the Programme	 -define and interpret basic semantic notions -analyze relations between different linguistic structures (phonological, morphological and syntactic) and the semantic dimension of language -interpret the relevance of linguistic usage and extralinguistic context in the analysis of meaning -analyze similarities and differences between specific theoretical frameworks within which semantic phenomena are interpreted - recognize and describe relevant ideas and concepts - connect different approaches and knowledge frameworks through an interdisciplinary approach - assess and use semantic theories in the interpretation of the semantic dimension of language and in solving communication problems 						
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Assessment criteria	□Practical work	□Experimental work	□Presentation	□Project		⊠ Seminar		
	\boxtimes Test(s)	⊠Written exam	\Box Oral exam	\Box Other:				
Conditions for permission to take the exam	Class attendance (70%) and accepted seminar paper. Note: Seminar topics should be discussed with the teacher during office hours. Students are required to hand in the first version of the seminar paper by the beginning of 13th week of class the latest Seminar papers (2000 – 2500 words in length) are to be written in pairs and in accordance with APA style.							
Exam periods	⊠ Winter □ Summer ⊠ Autumn							
Exam dates	1. 27 January 2020 1. 3 September 2020 2. 10 February 2020 2. 17 September 2020							
Course description	The aim of the course is to introduce the basic concepts and relations that emerge within a range of semantic phenomena. Students are acquainted with the traditional and contemporary theoretical frameworks within which such phenomena are analyzed. The phenomena are analyzed on the lexical, paradigmatic and syntagmatic levels. Students are acquainted with basic semantic phenomena in class and through readings of literature relevant for a particular area of research. In the seminar part and on the basis of selected readings and exercises, they are encouraged to identify and analyze the same phenomena.							
Course content	 Introduction to semantics as a linguistic discipline – A brief historical overview and relationship with other disciplines Palmer, Frank R. Semantics – A New Outline. Cambridge: Cambridge University Press.1976, pp. 1- 16. Kreidler, Charles W. Introducing English Semantics. London & New York: Routledge. 1998, pp. 1- 8. Cruse, Alan D. Meaning in Language. An Introduction to Semantics and Pragmatics. Oxford Oxford University Press. 2000, pp. 5-16. <u>2. Characteristics and types of linguistic meaning</u> Palmer, Frank R. Semantics – A New Outline. Cambridge: Cambridge University Press.1976, pp. 17- 24. Kreidler, Charles W. Introducing English Semantics. London & New York: Routledge. 1998, pp. 8- 15; 49-51. Cruse, Alan D. Meaning in Language. An Introduction to Semantics and Pragmatics. Oxford Oxford University Press. 2000, pp. 43-63. Analysis of the linguistic sign (de Saussure, Ogden and Richards) Palmer, Frank R. Semantics – A New Outline. Cambridge: Cambridge University Press.1976, pp. 24- 29. Kreidler, Charles W. Introducing English Semantics. London & New York: Routledge. 1998, pp. 18-26. 							



 66. Kreidler, Charles W. Introducing English Semantics. London & New York: Routledge. 1998, pp 42-46; 131-144. Cruse, Alan D. Meaning in Language. An Introduction to Semantics and Pragmatics. Oxford Oxford University Press. 2000, pp. 21-28; 305-318. 5. Sense relations I: Synonymy and antonymy Palmer, Frank R. Semantics — A New Outline. Cambridge: Cambridge University Press. 1976, pp. 88: 100. Kreidler, Charles W. Introducing English Semantics. London & New York: Routledge. 1998, pp 96-113. Cruse, Alan D. Meaning in Language. An Introduction to Semantics and Pragmatics. Oxford Oxford University Press. 2000, pp. 167-176. 6. Sense relations II: Homonymy, polysemy and hyponymy Palmer, Frank R. Semantics — A New Outline. Cambridge: Cambridge University Press. 1976, pp. 83-87; 100-108. Kreidler, Charles W. Introducing English Semantics. London & New York: Routledge. 1998, pp 52-59; 92-96. Cruse, Alan D. Meaning in Language. An Introduction to Semantics and Pragmatics. Oxford Oxford University Press. 2000, pp. 108-119. 7. Mid-term test 8. Meaning of lexemes — componential analysis Palmer, Frank R. Semantics — A New Outline. Cambridge: Cambridge University Press.1976, pp. 67-75. Cruse, Alan D. Meaning in Language. An Introduction to Semantics and Pragmatics. Oxford Oxford University Press. 2000, pp. 87-102. 9. Semantic fields Palmer, Frank R. Semantics — A New Outline. Cambridge: Cambridge University Press.1976, pp. 67-75. Kreidler, Charles W. Introducing English Semantics. London & New York: Routledge. 1998, pp 57-92. 9. Semantic fields Palmer, Frank R. Semantics — A New Outline. Cambridge: Cambridge University Press.1976, pp. 67-75. Kreidler, Charles W. Introducing English Semantics. London & New York: Routledge. 1998, pp 87-92. Cruse, Alan D. Meaning in Language. An Introduction to Semantics and Pragmatics. Oxford Oxford University Press. 2000, pp.	4. Reference
 Kreidler, Charles W. Introducing English Semantics. London & New York: Routledge. 1998, pp 42-46; 131-144. Cruse, Alan D. Meaning in Language. An Introduction to Semantics and Pragmatics. Oxford Oxford University Press. 2000, pp. 21-28; 305-318. <u>5. Sense relations I: Synonymy and antonymy</u> Palmer, Frank R. Semantics – A New Outline. Cambridge: Cambridge University Press. 1976, pp. 88-100. Kreidler, Charles W. Introducing English Semantics. London & New York: Routledge. 1998, pp 96-113. Cruse, Alan D. Meaning in Language. An Introduction to Semantics and Pragmatics. Oxford Oxford University Press. 2000, pp. 167-176. <u>6. Sense relations II: Hornonymy, polysemy and hyponymy</u> Palmer, Frank R. Semantics – A New Outline. Cambridge: Cambridge University Press. 1976, pp. 83-87; 100-108. Kreidler, Charles W. Introducing English Semantics. London & New York: Routledge. 1998, pp 52-59; 92-96. Cruse, Alan D. Meaning in Language. An Introduction to Semantics and Pragmatics. Oxford Oxford University Press. 2000, pp. 108-119. <u>7. Mid-term test</u> <u>8. Meaning of lexemes – componential analysis</u> Palmer, Frank R. Semantics – A New Outline. Cambridge: Cambridge University Press.1976, pp. 108-117. Cruse, Alan D. Meaning in Language. An Introduction to Semantics and Pragmatics. Oxford Oxford University Press. 2000, pp. 87-102. <u>9. Semantic fields</u> Palmer, Frank R. Semantics – A New Outline. Cambridge: Cambridge University Press.1976, pp. 67-75. Kreidler, Charles W. Introducing English Semantics. London & New York: Routledge. 1998, pp 87-92. Cruse, Alan D. Meaning in Language. An Introduction to Semantics and Pragmatics. Oxford Oxford University Press. 2000, pp. 74-76. 199-216. <u>10. Metaphor and metonymy</u> Cruse, Alan D. Meaning in Language. An Introduction to Semantics and Pragm	Palmer, Frank R. Semantics – A New Outline. Cambridge: Cambridge University Press. 1976, pp. 29-66
 Oxford University Press. 2000, pp. 21-28; 305-318. <u>5. Sense relations I: Synonymy and antonymy</u> Palmer, Frank R. Semantics – A New Outline. Cambridge: Cambridge University Press.1976, pp. 88-100. Kreidler, Charles W. Introducing English Semantics. London & New York: Routledge. 1998, pp 96-113. Cruse, Alan D. Meaning in Language. An Introduction to Semantics and Pragmatics. Oxford University Press. 2000, pp. 167-176. <u>6. Sense relations II: Homonymy, polysemy and hyponymy</u> Palmer, Frank R. Semantics – A New Outline. Cambridge: Cambridge University Press.1976, pp. 83-87; 100-108. Kreidler, Charles W. Introducing English Semantics. London & New York: Routledge. 1998, pp 52-59; 92-96. Cruse, Alan D. Meaning in Language. An Introduction to Semantics and Pragmatics. Oxford Oxford University Press. 2000, pp. 108-119. <u>7. Mid-term test</u> <u>8. Meaning of lexemes – componential analysis</u> Palmer, Frank R. Semantics – A New Outline. Cambridge: Cambridge University Press.1976, pp. 67-75. Cruse, Alan D. Meaning in Language. An Introduction to Semantics and Pragmatics. Oxford Oxford University Press. 2000, pp. 87-102. <u>9. Semantic fields</u> Palmer, Frank R. Semantics – A New Outline. Cambridge: Cambridge University Press.1976, pp. 67-75. Kreidler, Charles W. Introducing English Semantics. London & New York: Routledge. 1998, pp 87-92. Cruse, Alan D. Meaning in Language. An Introduction to Semantics and Pragmatics. Oxford Oxford University Press. 2000, pp. 719-196. <u>10. Metaphor and metonymy</u> Cruse, Alan D. Meaning in Language. An Introduction to Semantics and Pragmatics. Oxford Oxford University Press. 2000, pp. 719-196. <u>10. Metaphor and metonymy</u> Cruse, Alan D. Meaning in Language. An Introduction to Semantics and Pragmatics. Oxford Oxford University Press. 2000, pp. 74-76; 199-216. <u>1</u>	Kreidler, Charles W. Introducing English Semantics. London & New York: Routledge. 1998, pp.
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 100. Kreidler, Charles W. Introducing English Semantics. London & New York: Routledge. 1998, pp 96-113. Cruse, Alan D. Meaning in Language. An Introduction to Semantics and Pragmatics. Oxford Oxford University Press. 2000, pp. 167-176. <u>6. Sense relations II: Homonymy, polysemy and hyponymy</u> Palmer, Frank R. Semantics – A New Outline. Cambridge: Cambridge University Press. 1976, pp. 83-87; 100-108. Kreidler, Charles W. Introducing English Semantics. London & New York: Routledge. 1998, pp 52-59; 92-96. Cruse, Alan D. Meaning in Language. An Introduction to Semantics and Pragmatics. Oxford Oxford University Press. 2000, pp. 108-119. <u>7. Mid-term test</u> <u>8. Meaning of lexemes – componential analysis</u> Palmer, Frank R. Semantics – A New Outline. Cambridge: Cambridge University Press. 1976, pp. 108-117. Cruse, Alan D. Meaning in Language. An Introduction to Semantics and Pragmatics. Oxford Oxford University Press. 2000, pp. 87-102. <u>9. Semantic fields</u> Palmer, Frank R. Semantics – A New Outline. Cambridge: Cambridge University Press.1976, pp. 67-75. Kreidler, Charles W. Introducing English Semantics. London & New York: Routledge. 1998, pp 87-92. Cruse, Alan D. Meaning in Language. An Introduction to Semantics and Pragmatics. Oxford Oxford University Press. 2000, pp. 179-196. 10. Metaphor and metonymy Cruse, Alan D. Meaning in Language. An Introduction to Semantics and Pragmatics. Oxford Oxford University Press. 2000, pp. 74-76; 199-216. 11. Collocations and idioms Palmer, Frank R. Semantics – A New Outline. Cambridge: Cambridge University Press.1976, 75-82. 11. Collocations and idioms Palmer, Frank R. Semantics – A New Outline. Cambridge: Cambridge University Press.1976, 75-82. Cruse, Alan D. Meaning in Language. An Introduction to Semantics and Pragmatics. Oxford Oxford University Press. 2000, pp. 74-76; 199-216. 11. Collo	
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12. Cognitive semantics: categorization and prototype theory Cruse, Alan D. <i>Meaning in Language. An Introduction to Semantics and Pragmatics.</i> Oxford: Oxford University Press. 2000, pp. 127-142.	Cruse, Alan D. Meaning in Language. An Introduction to Semantics and Pragmatics. Oxford:
135-154; 155-176.	Palmer, Frank R. Semantics - A New Outline. Cambridge: Cambridge University Press.1976, pp.
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<u>14. Meaning and logic</u> Palmer, Frank R. Semantics – A New Outline. Cambridge: Cambridge University Press.1976, pp. 177-207.
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15. End-term test
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1. Differences between speaker meaning and sentence/word meaning Hurford, James R., et al. <i>Semantics - A Course Book</i> . Cambridge: Cambridge University Press. 2007, pp. 1-16.
 <u>2. Basic syntactic-semantic units – sentence, utterance, proposition</u> Hurford, James R., et al. <i>Semantics - A Course Book</i>. Cambridge: Cambridge University Press. 2007, pp. 16-25. Kreidler, Charles W. <i>Introducing English Semantics</i>. London & New York: Routledge. 1998, pp. 61-83.
 <u>3. Components of word meaning – reference</u> Hurford, James R., et al. <i>Semantics - A Course Book</i>. Cambridge: Cambridge University Press. 2007, pp. 26-44. Palmer, Frank R. <i>Semantics – A New Outline</i>. Cambridge: Cambridge University Press. 1976, pp. 29-66.
 <u>4. Predicates and deixis</u> Hurford, James R., et al. Semantics - A Course Book. Cambridge: Cambridge University Press. 2007, pp. 45-78. Palmer, Frank R. Semantics – A New Outline. Cambridge: Cambridge University Press.1976, pp. 143-154. Kreidler, Charles W. Introducing English Semantics. London & New York: Routledge. 1998, pp. 144-150; 251-266. Cruse, Alan D. Meaning in Language. An Introduction to Semantics and Pragmatics. Oxford: Oxford University Press. 2000, pp. 19-21; 319-327.
 5. Absolute synonyms; levels of differentiation Hurford, James R., et al. Semantics - A Course Book. Cambridge: Cambridge University Press. 2007, pp. 105-127. Palmer, Frank R. Semantics – A New Outline. Cambridge: Cambridge University Press.1976, pp. 83-87; 88-94. Cruse, Alan D. Meaning in Language. An Introduction to Semantics and Pragmatics. Oxford: Oxford University Press. 2000, pp. 157-160.
 <u>6. Distinguishing between homonymy and polysemy</u> Hurford, James R., et al. <i>Semantics - A Course Book</i>. Cambridge: Cambridge University Press. 2007, pp. 128-140. Palmer Frank R. <i>Semantics - A New Outline</i>. Cambridge: Cambridge University Press.1976, pp. 83-87; 100-108.
7. Mid-term test
8. Decomposition of the meaning of lexemes Hurford, James R., et al. Semantics - A Course Book. Cambridge: Cambridge University Press. 2007, pp. 194-224.
Palmer, Frank R. Semantics – A New Outline. Cambridge: Cambridge University Press. 1976, pp. 118-135.
Cruse, Alan D. Meaning in Language. An Introduction to Semantics and Pragmatics. Oxford: Oxford University Press. 2000, pp. 239-261.



	9. Types of semantic fields							
	Palmer, Frank R. Semantics – A New Outline. Cambridge: Cambridge University Press. 1976, pp. 67-75.							
	10. Traditional and cognitive approaches to metaphorical meaning							
	Hurford, James R., et al. <i>Semantics - A Course Book</i> . Cambridge: Cambridge University Press. 2007, pp. 331-344.							
	 <u>11. Contrastive analysis of collocations and idioms</u> Hurford, James R., et al. <i>Semantics - A Course Book</i>. Cambridge: Cambridge University Press 2007, pp. 327-331. Palmer, Frank R. <i>Semantics - A New Outline</i>. Cambridge: Cambridge University Press. 1976, pp. 75 82. 							-
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	12. Prototype theory and semantic fieldsHurford, James R., et al. Semantics - A Course Book. Cambridge: Cambridge University Press.2007, pp. 79-104.							
	13. Speech acts, p	erlocution	n. illocution. co	onversational in	plicatures			
	Hurford, James R	., et al.				ambri	dge Un	iversity Press.
	2007, pp. 260-326. Palmer, Frank R. <i>Semantics – A New Outline</i> . Cambridge: Cambridge University Press.1976, pp. 155-176.							
	14. Logic and meaning Hurford, James R., et al. Semantics - A Course Book. Cambridge: Cambridge University Press.							
	2007, pp. 141-193.							
	Palmer, Frank R. <i>Semantics – A New Outline</i> . Cambridge: Cambridge University Press.1976, pp. 177-207.							
	15. End-term test							
Required reading	1. Hurford, James R., et al. <i>Semantics - A Course Book</i> . Cambridge: Cambridge University Press. 2007.							
	2. Cruse, Alan D. Meaning in Language. An Introduction to Semantics and Pragmatics. Oxford:							
	Oxford University Press. 2000.							
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Additional reading	 Palmer, Frank R. Semantics: A New Outline. Cambridge: Cambridge University Press. 1976. Davis, Steven, and Brendan S. Gillon, eds. Semantics: A Reader. Oxford: Oxford University 							
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	4. Gregory, Howard. <i>Semantics</i> . London & New York: Routledge. 2000.							
Internet sources	Final arem only							
	Final exam only							
	□Final written exam		\Box Final oral exam		□Final written and oral exam			ractical work l final exam
Assessment criteria					⊠Seminar			
of learning outcomes		—	. 11 -		paper and final			
outomes	□Only test/homework		t/homework final exam	□Seminar paper	exam/mid-		Practic work	□ other forms
Calculation of final	50% mid-term test and 50% end-term test or 100% final written exam							
grade	Note: Accepted seminar paper is a prerequisite for obtaining the signature, but is not a component in the formation of the final grade. The final grade represents the combination of the results obtained on the mid-term exam (50%) and end-term exam (50%). Students who do not pass both the mid-							
	term and end-term exams have to take the final written exam.							



UNIVERSITY OF ZADAR UNIVERSITAS STUDIORUM IADERTINA

Form 1.3.2. Syllabus

Grading scale	0%-59%	Failure (1)							
Grading scale		60%-69% Satisfactory (2)							
	70%-79%								
	80%-89%								
		Very good (4)							
	90%-100%								
Course evaluation procedures		evaluations conducted by the University							
procedures		t evaluations conducted by the Department							
		aluation of teaching							
	🛛 Departmen	ent meetings discussing quality of teaching and results of student evaluations							
	□Other								
Note /Other	Education, "t academic exc According to	e with Art. 6 of the <i>Code of Ethics</i> of the Committee for Ethics in Science and Higher the student is expected to fulfil his/her obligations honestly and ethically, to pursue ellence, to be civilized, respectful and free from prejudice." Art. 14 of the University of Zadar's <i>Code of Ethics</i> , students are expected to "fulfil ibilities responsibly and conscientiously. [] Students are obligated to safeguard the							
	reputation and whole, to pro-	d dignity of all members of the university community and the University of Zadar as a mote moral and academic values and principles. []							
	Any act const limited to:	tituting a violation of academic honesty is ethically prohibited. This includes, but is not							
	- various form	ns of fraud such as the use or possession of books, notes, data, electronic gadgets or ring examinations, except when permitted;							
	impersonation	ns of forgery such as the use or possession of unauthorised materials during the exam; n and attendance at exams on behalf of other students; fraudulent study documents; natures and grades; falsifying exam results."							
	All forms of of compensat	unethical behaviour will result in a negative grade in the course without the possibility ion or repair. In case of serious violations the <i>Rulebook on Disciplinary Responsibility</i> <i>the University of Zadar</i> will be applied.							
		communications only messages coming from known addresses with a first and a last hich are written in the Croatian standard and appropriate academic style, will be							
	This course u /delete if nece	uses the Merlin system for e-learning, so students are required to have an AAI account. essary/							