



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

Course	Semantics						Year	2019/2020		
Study programme	English Studies						ECTS	3		
Department	Department of English Studies									
Level of study programme	<input checked="" type="checkbox"/> Undergraduate		<input type="checkbox"/> Graduate			<input type="checkbox"/> Integrated		<input type="checkbox"/> Postgraduate		
Type of study programme	<input type="checkbox"/> Single major <input checked="" type="checkbox"/> Double major		<input checked="" type="checkbox"/> University			<input type="checkbox"/> Professional		<input type="checkbox"/> Specialized		
Year of study	<input type="checkbox"/> 1.		<input type="checkbox"/> 2.		<input checked="" type="checkbox"/> 3.		<input type="checkbox"/> 4.		<input type="checkbox"/> 5.	
Semester	<input checked="" type="checkbox"/> Winter		<input type="checkbox"/> I.		<input type="checkbox"/> II.		<input type="checkbox"/> III.		<input type="checkbox"/> IV.	
	<input type="checkbox"/> Summer		<input type="checkbox"/> VI.		<input type="checkbox"/> VII.		<input type="checkbox"/> VIII.		<input type="checkbox"/> IX.	
Status of the course	<input checked="" type="checkbox"/> Compulsory		<input type="checkbox"/> Elective			<input type="checkbox"/> Elective course offered to students from other departments		Teaching Competencies		<input type="checkbox"/> YES
										<input checked="" type="checkbox"/> NO
Workload	30	L	15	S	0	E	Internet sources for e-learning			<input checked="" type="checkbox"/> YES
Location and time of instruction	Monday, 10-12, room 143 (lecture); Monday 12-14, room 157 (seminars)					Language(s) in which the course is taught			English	
Course start date	7 October 2019					Course end date			20 January 2020	
Enrolment requirements	Enrolment in the 5 th semester of the undergraduate English Studies									
Course coordinator	Sanja Škifić, Ph.D., Associate Professor									
E-mail	sskific@unizd.hr					Consultation hours		Monday, 9:00-10:00 and Friday, 11:00-12:00		
Course instructor	Sanja Škifić, Ph.D., Associate Professor									
E-mail	sskific@unizd.hr					Consultation hours		Monday, 9:00-10:00 and Friday, 11:00-12:00		
Assistant/Associate										
E-mail						Consultation hours				
Assistant/Associate										
E-mail						Consultation hours				
Mode of teaching	<input checked="" type="checkbox"/> Lectures		<input checked="" type="checkbox"/> Seminars		<input type="checkbox"/> Exercises		<input type="checkbox"/> E-learning		<input type="checkbox"/> Field work	
	<input type="checkbox"/> Individual assignments		<input type="checkbox"/> Multimedia and network		<input type="checkbox"/> Laboratory		<input type="checkbox"/> Mentoring		<input type="checkbox"/> Other	
Learning outcomes	<p>The course develops the following generic competencies:</p> <p>a) instrumental competencies: cognitive abilities; understanding and dealing with ideas and concepts</p> <p>b) interpersonal competencies: ability of critical argumentation; ability of criticism and self-criticism</p> <p>c) systematic competencies: individual work; ability to compare different approaches and knowledge structures, critical thinking; development of an interdisciplinary approach</p> <p>Course-specific competencies: ability to interpret the basic linguistic units on the level of meaning; critical thinking towards traditional and contemporary theoretical frameworks within which the semantic phenomena are analyzed.</p> <p>By the end of the course students will be able to:</p>									



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	-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				
Learning outcomes at the Programme level	- 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				
Assessment criteria	<input checked="" type="checkbox"/> Class attendance	<input type="checkbox"/> Preparation for class	<input type="checkbox"/> Homework	<input type="checkbox"/> Continuous evaluation	<input type="checkbox"/> Research
	<input type="checkbox"/> Practical work	<input type="checkbox"/> Experimental work	<input type="checkbox"/> Presentation	<input type="checkbox"/> Project	<input checked="" type="checkbox"/> Seminar
	<input checked="" type="checkbox"/> Test(s)	<input checked="" type="checkbox"/> Written exam	<input type="checkbox"/> Oral exam	<input type="checkbox"/> 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	<input checked="" type="checkbox"/> Winter		<input type="checkbox"/> Summer		<input checked="" type="checkbox"/> Autumn
Exam dates	1. 27 January 2020 2. 10 February 2020				1. 3 September 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	Lectures: <u>1. Introduction to semantics as a linguistic discipline – A brief historical overview and relationship with other disciplines</u> Palmer, Frank R. <i>Semantics – A New Outline</i> . Cambridge: Cambridge University Press.1976, pp. 1-16. Kreidler, Charles W. <i>Introducing English Semantics</i> . London & New York: Routledge. 1998, pp. 1-8. Cruse, Alan D. <i>Meaning in Language. An Introduction to Semantics and Pragmatics</i> . Oxford: Oxford University Press. 2000, pp. 5-16. <u>2. Characteristics and types of linguistic meaning</u> Palmer, Frank R. <i>Semantics – A New Outline</i> . Cambridge: Cambridge University Press.1976, pp. 17-24. Kreidler, Charles W. <i>Introducing English Semantics</i> . London & New York: Routledge. 1998, pp. 8-15; 49-51. Cruse, Alan D. <i>Meaning in Language. An Introduction to Semantics and Pragmatics</i> . Oxford: Oxford University Press. 2000, pp. 43-63. <u>3. Analysis of the linguistic sign (de Saussure, Ogden and Richards)</u> Palmer, Frank R. <i>Semantics – A New Outline</i> . Cambridge: Cambridge University Press.1976, pp. 24-29. Kreidler, Charles W. <i>Introducing English Semantics</i> . London & New York: Routledge. 1998, pp. 18-26.				



4. Reference

Palmer, Frank R. *Semantics – A New Outline*. Cambridge: Cambridge University Press.1976, pp. 29-66.

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. 108-117.

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. 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.

Cruse, Alan D. *Meaning in Language. An Introduction to Semantics and Pragmatics*. Oxford: Oxford University Press. 2000, pp. 70-74; 76-80.

12. Cognitive semantics: categorization and prototype theory

Cruse, Alan D. *Meaning in Language. An Introduction to Semantics and Pragmatics*. Oxford: Oxford University Press. 2000, pp. 127-142.

13. Semantics and syntax; semantics and pragmatics

Palmer, Frank R. *Semantics – A New Outline*. Cambridge: Cambridge University Press.1976, pp. 135-154; 155-176.

Kreidler, Charles W. *Introducing English Semantics*. London & New York: Routledge. 1998, pp. 26-40; 157-173; 175-196.

Cruse, Alan D. *Meaning in Language. An Introduction to Semantics and Pragmatics*. Oxford: Oxford University Press. 2000, pp. 267-299; 331-378.



14. Meaning and logic

Palmer, Frank R. *Semantics – A New Outline*. Cambridge: Cambridge University Press. 1976, pp. 177-207.

Cruse, Alan D. *Meaning in Language. An Introduction to Semantics and Pragmatics*. Oxford: Oxford University Press. 2000, pp. 28-34.

15. End-term test

Seminars:

1. Differences between speaker meaning and sentence/word meaning

Hurford, James R., et al. *Semantics - A Course Book*. Cambridge: Cambridge University Press. 2007, pp. 1-16.

2. Basic syntactic-semantic units – sentence, utterance, proposition

Hurford, James R., et al. *Semantics - A Course Book*. Cambridge: Cambridge University Press. 2007, pp. 16-25.

Kreidler, Charles W. *Introducing English Semantics*. London & New York: Routledge. 1998, pp. 61-83.

3. Components of word meaning – reference

Hurford, James R., et al. *Semantics - A Course Book*. Cambridge: Cambridge University Press. 2007, pp. 26-44.

Palmer, Frank R. *Semantics – A New Outline*. Cambridge: Cambridge University Press. 1976, pp. 29-66.

4. Predicates and deixis

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.

6. Distinguishing between homonymy and polysemy

Hurford, James R., et al. *Semantics - A Course Book*. Cambridge: Cambridge University Press. 2007, pp. 128-140.

Palmer Frank R. *Semantics – A New Outline*. 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.



	<p><u>9. Types of semantic fields</u> Palmer, Frank R. <i>Semantics – A New Outline</i>. Cambridge: Cambridge University Press.1976, pp. 67-75.</p> <p><u>10. Traditional and cognitive approaches to metaphorical meaning</u> Hurford, James R., et al. <i>Semantics - A Course Book</i>. Cambridge: Cambridge University Press. 2007, pp. 331-344.</p> <p><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.</p> <p><u>12. Prototype theory and semantic fields</u> Hurford, James R., et al. <i>Semantics - A Course Book</i>. Cambridge: Cambridge University Press. 2007, pp. 79-104.</p> <p><u>13. Speech acts, perlocution, illocution, conversational implicatures</u> Hurford, James R., et al. <i>Semantics - A Course Book</i>. Cambridge: Cambridge University Press. 2007, pp. 260-326. Palmer, Frank R. <i>Semantics – A New Outline</i>. Cambridge: Cambridge University Press.1976, pp. 155-176.</p> <p><u>14. Logic and meaning</u> Hurford, James R., et al. <i>Semantics - A Course Book</i>. 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.</p> <p><u>15. End-term test</u></p>											
Required reading	<ol style="list-style-type: none"> Hurford, James R., et al. <i>Semantics - A Course Book</i>. Cambridge: Cambridge University Press. 2007. Cruse, Alan D. <i>Meaning in Language. An Introduction to Semantics and Pragmatics</i>. Oxford: Oxford University Press. 2000. Kreidler, Charles W. <i>Introducing English Semantics</i>. London & New York: Routledge. 1998. Palmer, Frank R. <i>Semantics: A New Outline</i>. Cambridge: Cambridge University Press.1976. 											
Additional reading	<ol style="list-style-type: none"> Davis, Steven, and Brendan S. Gillon, eds. <i>Semantics: A Reader</i>. Oxford: Oxford University Press. 2004. Cruse, Alan D. <i>Lexical Semantics</i>. Cambridge: Cambridge University Press. 1986. Lyons, John. <i>Semantics (Vol I and Vol II)</i>. Cambridge: Cambridge University Press. 1977. Gregory, Howard. <i>Semantics</i>. London & New York: Routledge. 2000. 											
Internet sources												
Assessment criteria of learning outcomes	Final exam only											
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;"><input type="checkbox"/> Final written exam</td> <td style="width: 25%; text-align: center;"><input type="checkbox"/> Final oral exam</td> <td style="width: 25%; text-align: center;"><input type="checkbox"/> Final written and oral exam</td> <td style="width: 25%; text-align: center;"><input type="checkbox"/> Practical work and final exam</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/> Only test/homework</td> <td style="text-align: center;"><input type="checkbox"/> Test/homework and final exam</td> <td style="text-align: center;"><input type="checkbox"/> Seminar paper</td> <td style="text-align: center;"><input checked="" type="checkbox"/> Seminar paper and final exam/mid-term and end-term tests</td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;"><input type="checkbox"/> Practic al work</td> <td style="text-align: center;"><input type="checkbox"/> other forms</td> </tr> </table>	<input type="checkbox"/> Final written exam	<input type="checkbox"/> Final oral exam	<input type="checkbox"/> Final written and oral exam	<input type="checkbox"/> Practical work and final exam	<input type="checkbox"/> Only test/homework	<input type="checkbox"/> Test/homework and final exam	<input type="checkbox"/> Seminar paper	<input checked="" type="checkbox"/> Seminar paper and final exam/mid-term and end-term tests			<input type="checkbox"/> Practic al work
<input type="checkbox"/> Final written exam	<input type="checkbox"/> Final oral exam	<input type="checkbox"/> Final written and oral exam	<input type="checkbox"/> Practical work and final exam									
<input type="checkbox"/> Only test/homework	<input type="checkbox"/> Test/homework and final exam	<input type="checkbox"/> Seminar paper	<input checked="" type="checkbox"/> Seminar paper and final exam/mid-term and end-term tests									
		<input type="checkbox"/> Practic al work	<input type="checkbox"/> other forms									
Calculation of final grade	<p>50% mid-term test and 50% end-term test or 100% final written exam</p> <p>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.</p>											



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Grading scale	0%-59%	Failure (1)
	60%-69%	Satisfactory (2)
	70%-79%	Good (3)
	80%-89%	Very good (4)
	90%-100%	Excellent (5)
Course evaluation procedures	<input checked="" type="checkbox"/> Student evaluations conducted by the University <input type="checkbox"/> Student evaluations conducted by the Department <input type="checkbox"/> Internal evaluation of teaching <input checked="" type="checkbox"/> Department meetings discussing quality of teaching and results of student evaluations <input type="checkbox"/> Other	
Note /Other	<p>In accordance with Art. 6 of the <i>Code of Ethics</i> of the Committee for Ethics in Science and Higher Education, “the student is expected to fulfil his/her obligations honestly and ethically, to pursue academic excellence, to be civilized, respectful and free from prejudice.”</p> <p>According to Art. 14 of the University of Zadar's <i>Code of Ethics</i>, students are expected to “fulfil their responsibilities responsibly and conscientiously. [...] Students are obligated to safeguard the reputation and dignity of all members of the university community and the University of Zadar as a whole, to promote moral and academic values and principles. [...]</p> <p>Any act constituting a violation of academic honesty is ethically prohibited. This includes, but is not limited to:</p> <ul style="list-style-type: none">- various forms of fraud such as the use or possession of books, notes, data, electronic gadgets or other aids during examinations, except when permitted;- various forms of forgery such as the use or possession of unauthorised materials during the exam; impersonation and attendance at exams on behalf of other students; fraudulent study documents; forgery of signatures and grades; falsifying exam results.” <p>All forms of unethical behaviour will result in a negative grade in the course without the possibility of compensation or repair. In case of serious violations the <i>Rulebook on Disciplinary Responsibility of Students at the University of Zadar</i> will be applied.</p> <p>In electronic communications only messages coming from known addresses with a first and a last name, and which are written in the Croatian standard and appropriate academic style, will be responded to.</p> <p>This course uses the Merlin system for e-learning, so students are required to have an AAI account. <i>/delete if necessary/</i></p>	