



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Semantics / Semantika	

Lecturer(s)	Department(s) where the course unit (module) is delivered
Coordinator: assoc. prof. dr. Audronė Šolienė	Department of English Philology Faculty of Philology

Study cycle	Type of the course unit (module)
MA	Compulsory

Mode of delivery	Course unit delivery period	Language(s) of instruction
Interactive lectures, seminars	Autumn semester	English

Requirements for students	
Prerequisites: BA courses in lexicology, introductory linguistics, English grammar-in-use	Additional requirements (if any): No

Number of ECTS credits allocated	Total student workload	Contact hours	Self-study hours
10	248	48	200

Purpose of the course unit (module): programme competences to be developed
<p>The purpose of the course unit is to help students develop their linguistic competence and expand their theoretical and practical knowledge in the field of semantics. The course unit also aims to develop the following competences:</p> <p>Generic competences:</p> <ol style="list-style-type: none"> 1. <i>Cognitive competences:</i> <ol style="list-style-type: none"> 1.1. find, analyse, synthesise and evaluate data needed for studies and for professional, cultural, and creative activities; integrate knowledge, apply the acquired knowledge in practice, recognise problems, and propose possible solutions; 1.2. generate ideas and knowledge, independently find appropriate forms of expressing them, seek new knowledge and skills, and apply them in solving tasks in a new environment and in the implementation of innovations. 2. <i>Social competences:</i> <ol style="list-style-type: none"> 2.1 identify differences between one's own and others' cultural identities and attitudes, explore others' ideas despite cultural differences, express one's ideas in ways that are understandable and acceptable to different people; 2.2 understand and value the common public interest, work in a team to achieve a common goal, cooperate with people of various cultures, take responsibility for the quality of one's own and the team's activities and its improvement; 3. <i>Personal competences:</i> <ol style="list-style-type: none"> 3.1 set realistic goals, identify all the steps and effective strategies needed to fulfil such goals within the time available; meet deadlines, make necessary decisions, and flexibly adapt to the circumstances; 3.2 take initiative and carry out one's activities, rationally assess the strengths and weaknesses of one's work, reflect and be responsible for one's decisions and actions, be aware of the impact of one's activities and their outcomes on society and the environment. <p>Subject-specific competences:</p>

<p>4. <i>Competence of an expert in linguistics: knowledge of contemporary linguistic theories and methods and their application to the study of English language:</i></p> <p>4.1 Will acquire knowledge about the major branches of linguistics and contemporary linguistic theories and research methods; will be able to see links between various linguistic schools of thought; will appropriately use general and specific terms in linguistics and be able to explain various linguistic phenomena in a wider linguistic and cross-cultural context; will be able to define linguistics as a discipline in the context of other disciplines;</p> <p>4.2 will be able to analyse and interpret various aspects of the English language on different levels (phonetic, phonological, morphological, syntactic, semantic, pragmatic) on the basis of certain linguistic theories; will be able to provide valid argumentation in discussions on contemporary linguistic processes and issues;</p> <p>4.3 will be able to effectively communicate in English in writing and orally; analyse and produce scholarly, critical or other kinds of texts in English fitting the specificity of the communicative situation and conventions;</p> <p>4.4 will be able to make effective use of modern and English-related information technologies, databases and resources (different corpora, dictionaries, term banks, etc.) and properly present the results of the linguistic analysis to the public.</p> <p>5. <i>Research competence:</i></p> <p>5.1 Will be able to independently formulate a relevant research question in linguistics, literature, culture or interdisciplinary studies and design a research study; will be able to critically evaluate the application of research methods and approaches and selection of the theoretical framework(s), methodology and empirical material;</p> <p>5.2 will be able to conduct a research study by adopting innovative methods of data collection and processing, interpret findings of the study, draw conclusions and evaluate the results of the research within the context of other studies;</p> <p>5.3 will be able to present the results of research in writing and orally to a variety of audiences and demonstrate the ability to provide logical arguments in discussions.</p>		
Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
<ul style="list-style-type: none"> ability to critically assess theoretical literature, ask questions and participate in a meaningful discussion, efficiently communicate and defend one's point of view; ability to explain and illustrate key concepts in semantics and linguistic pragmatics; ability to collect, critically evaluate and systematise authentic language data (words, phrases, sentences, etc.); ability to retrieve subject-specific information from different sources with the help of modern IT; ability to identify problems and suggest possible solutions, evaluate different alternatives and select the most efficient solution according to established criteria; ability to critically compare, contrast and categorise empirical and theoretical data; ability to engage in a more advanced study and research in the area of semantics and pragmatics. 	<p>The students will have to read and study linguistic literature in the given area recommended by the teacher and to analyse examples, which will help them develop analytical skills. This knowledge will be reinforced by assignments, both written and verbal that would require the students to employ information acquired or presented to them during the lectures.</p>	<p>Formative assessment Cumulative grade:</p> <ul style="list-style-type: none"> 20 % - active participation in discussions, completion of the assigned tasks; presentation 40 % - Test 1 (mid-term) 40 % - Test 2 (the end of the term)
Content: breakdown of the topics	Contact hours	Self-study work: time and assignments

	Lectures	Tutorials	Seminars	Exercises	Laboratory work	Internship/work	Contact hours	Self-study hours	Assignments
1. Introduction to the course unit: aims, structure, assessment scheme.	2						2		
2. Semantics – science of meaning in language vs. meaning expressed by language; Theories of meaning (grammaticality, acceptability, meaningfulness, informativeness).	2		2				4	20	Study reading, home assignments (analysis of language data) Löbner 2002: Ch. 1. 3-18; Hurford, Heasley, Smith 2007: Unit 1; Crystal 1987: 100-101; Lyons 1995: 40-41; Cruse 2000: Ch.1; Saeed 2003: 1-10, 53-63; Pyles & Algeo 1970: 184-187. <u>Optional:</u> Usonienė 2016: 11-27; 105-115
3. Types of meaning (lexical, grammatical, social, etc.) and theories of meaning.	2		2				4	20	Study reading, home assignments (analysis of language data) Löbner 2002: Ch. 2; Lyons 1995: 46-47; 52-53; 71-82; 131-141; Saeed 2003: 60-62; Cruse 1986: 49-68; Pyles & Algeo 1970: 184-187.
4. Sense and reference (sense relations, types of reference, co-reference, referring expressions).	4		4				8	30	Study reading, home assignments (analysis of language data) Hurford, Heasley, Smith 2007: Unit 3, 4, 6, 8, 10, 11; Hoffman 1993: Ch. 10; Huddleston & Pullum 2003: 399-410; Löbner 2002: Ch.7.1.1-7.1.2; Cruse 2000: 147-169; Saeed 2003: 63-79.
5. Mid-term test.			2				2	10	Revision. Preparation for the mid-term test

6. Deixis and types of deixis. Definiteness.	4		2				6	30	Study reading, home assignments Hurford, Heasley, Smith 2007: Unit 7; Cruse 2000: 319-327; Saeed 2003: 182-189; Huddleston & Pullum 2003: Ch. 17:1449-1479; Huang 2015: 169-223. <u>Optional:</u> Hoffman 1993: Ch. 4.
7. Sentences, utterances, propositions, predicates, arguments.	4		2				6	30	Study reading, home assignments Hurford, Heasley, Smith 2007: Unit 2, 5, 12 13, 14, 15; Lyons 1995: 140-149 ; Cruse 2000: 19-28 ; Saeed 2003 : 13 -14. Gregory 2000: 9-31.
8. Situation types. Semantic types of predicates. Semantic roles.	6		2				8	30	Study reading, home assignments (analysis of language data) Hurford, Heasley, Smith 2007: Unit 20; Jackson 1990: 8-35; 137-150; 165-167; Saeed 2003 : 148-161.
9. Truth conditions. Notation of a simple and complex proposition.	4		2				6	10	Study reading, home assignments (analysis of language data) Hurford, Heasley, Smith 2007: Unit 5; 12, 13 14, 15; Gregory 2000: 9-31.
10. Sum-up and revision for the final examination.			2				2	20	Revision of the materials studied
Total	28		20				48	200	

Assessment strategy	Weight, %	Deadline	Assessment criteria
In-class participation	20 %	Throughout the course	Consistent participation in seminar discussions, appropriate use of metalanguage, argumentative, rigorous critical thinking, error-free academic English, completion of practical assignments. Presentation*. *Requirements for the presentation:

			<p><u>Duration:</u> The presentation should ideally run for a duration of 35 to 45 minutes to allow for comprehensive coverage of the topic.</p> <p><u>Format:</u> Students are encouraged to utilize PowerPoint or similar presentation software to enhance visual aids and engagement during their presentation.</p> <p><u>Research Sources:</u> While the Syllabus file as well as the Course Description provides obligatory sources for study (see the relevant seminar), students are strongly encouraged to expand their knowledge base by seeking additional sources. This can include books, research articles, reputable websites, and academic journals relevant to the topic.</p> <p><u>Practical Engagement:</u> Students should consider incorporating practical tasks or interactive elements into their presentation to actively engage their colleagues. This can include quizzes, discussions, case studies, or hands-on activities related to the topic.</p> <p><u>Knowledge Dissemination:</u> The primary objective of the presentation is to effectively introduce the chosen topic to their colleagues. This should involve providing a clear and comprehensive overview, highlighting key concepts, and facilitating an understanding of the subject matter.</p>
Test 1	40 %	The middle of the semester	<p>Test 1 consists of theoretical and practical questions/tasks (open-ended and close-ended) discussed during the first part of the course. Test 2 consists of theoretical and practical questions/tasks (open-ended and close-ended) discussed during the second part of the course.</p>
Test 2	40 %	The end of the semester	
			<p>Assessment for: a) content (accuracy, relevance and completeness); b) quality of subject competence (evidence of understanding of concepts and principles in the light of the texts studied and the issues discussed during the seminars; c) use of language data to illustrate the analysis and claims made; d) cognitive academic language proficiency.</p> <p><u>Grading scale:</u> 10 (excellent). Excellent knowledge and abilities. 95-100% of questions answered correctly. 9 (very good). Very good knowledge and abilities. 85-94 % of questions answered correctly. 8 (good). Knowledge and abilities are above average. 75-84 % of questions answered correctly. 7 (average). Average knowledge and abilities; there are a few not essential mistakes. 65-74 % of questions answered correctly. 6 (satisfactory). Knowledge and abilities are below average; there are mistakes. 55-64 % of questions answered correctly. 5 (weak). Knowledge and abilities meet the minimum requirements. 51-54 % of questions answered correctly. 4, 3, 2, 1. Minimum requirements are not met.</p> <p><u>Additional remarks:</u> The course instructor reserves the right to modify homework assignments, the sequence of seminar topics and dates of seminars outlined in the course syllabus in order to facilitate the students' learning process in case of a conference, library visit, poor performance on the students' part or any other unforeseen circumstances.</p>

Author	Year of publication	Title	Issue of a periodical or vol. of a publication	Publishing place and house or web link
Compulsory reading				
Cruse, A.	2000	<i>Meaning in Language. An Introduction to Semantics and Pragmatics</i>		Oxford: Oxford University Press
Crystal, D.	1987	<i>Cambridge Encyclopaedia of Language</i>		Cambridge: Cambridge University Press
Gregory, H.	2000	<i>Semantics</i>		London & New York: Routledge
Hoffman, Th. R.	1993	<i>Realms of Meaning</i>		London & New York: Routledge
Huang, Y.	2015	<i>Pragmatics</i>		Oxford: Oxford University Press
Huddleston, R. & G. K. Pullum, eds.	2002	<i>The Cambridge Grammar of the English Language.</i>		Cambridge: Cambridge University Press
Hurford, J. R., B. Heasley & M. B. Smith	2007	SEMANTICS: a Coursebook.		Cambridge: Cambridge University Press
Jackson, H.	1992	<i>Grammar and Meaning. A Semantic Approach to English Grammar.</i>		London & New York: Longman
Löbner, S.	2002	<i>Understanding Semantics.</i>		Oxford: Oxford University Press
Lyons, J.	1995	<i>Linguistic Semantics. An Introduction</i>		Cambridge: Cambridge University Press
Pyles, Th. & J. Algeo	1970	<i>English. An Introduction to Language.</i>		New York: Harcourt, Brace & World, Inc.
Saeed, J. I.	2003	<i>Semantics.</i>		Blackwell Publishing
Optional reading				
Dirven, R. & M. Verspoor	1998	<i>Cognitive Exploration of Language and Linguistics.</i>		Amsterdam/Philadelphia: John Benjamins
Kreidler, Ch. W.	1998	<i>Introducing English Semantics</i>		London & New York: Routledge
Usonienė, A.	2016	<i>Reikšmės pasaulis. Tekstiniais paremti semantiniai kalbų tyrimai</i>		Vilnius: Akademinė leidyba

The course description was updated on August 29, 2023