1. **Title of the module**

LING5340 (LL534) – Semantics and Pragmatics

1. **School or partner institution which will be responsible for management of the module**

School of European Culture and Languages

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5

1. **The number of credits and the ECTS value which the module represents**

30 Credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Optional for BA English Language & Linguistics (Single and Joint Honours)

Also available as a ‘Wild’ module

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Demonstrate knowledge and critical understanding of concepts and terminology used to account for the way in which meaning is conveyed;

8.2 Demonstrate knowledge of significant theories that focus on semantic and pragmatic meaning (theories of concepts, Truth-conditional semantics, Gricean theory, Speech Act theory);

8.3 Characterise core semantic and pragmatic phenomena and critically reflect upon the relationships between these two levels;

8.4 Develop practical linguistic research skills by analysing real data, discussing their findings, and attempting generalisations relevant to the important questions in the field.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Communicate the results of study and work accurately, with well-structured and coherent arguments in an effective and fluent manner in writing;

9.2 Develop their skills in critical reflection and analytical discussion of their own writing and the writing of others;

9.3 Develop their problem-solving skills as well as the ability to explain their thought process during problem-solving;

9.4 Develop their collaborative and communicative skills in both face-to-face and on-line discussion groups.

1. **A synopsis of the curriculum**

This module will introduce the students to the study of meaning at the levels of semantics and pragmatics. The discussed topics will range from the study of word meaning to the study of sentence meaning and utterance (contextualised) meaning. The module will introduce significant notions and theories for the field of semantics and pragmatics, such as theories of concepts, Truth Conditions, the Gricean theory of conversational implicatures, Speech Act theory, and Politeness theory. The students will have the opportunity to reflect upon real data and analyse the processes of conveying and understanding meaning at the semantics/pragmatics interface.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Birner, B. (2012). *Introduction to Pragmatics*. Malden: Wiley-Blackwell.

Grundy, P. (2000) (2nd ed.). *Doing Pragmatics*. London: Arnold Publishing.

Horn, L. & Ward, G. (2005). *The Handbook of Pragmatics*. Oxford: Blackwell.

Kearns, K. (2011). *Semantics*. Basingstoke: Palgrave Macmillan (second edition).

Saeed, J. (2003). *Semantics*. Oxford: Blackwell.

Riemer, N. (2010). *Introducing Semantics*. Cambridge: CUP.

Yule, G. (1996). *Pragmatics*. Oxford: Oxford University Press.

1. **Learning and teaching methods**

Total Contact Hours: 30

Private Study Hours: 270

Total Study Hours: 300

1. **Assessment methods**
	1. Main assessment methods
* Take-home Assignment (2,000 words) – 65%
* In-Course Test (45 minutes) – 20%
* Weekly Puzzle – 15%
	1. Reassessment methods
* Reassessment Instrument: 100% Coursework
1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** |  |  |  |  |  |
| Seminar |  |  |  | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| In-Course Test |  |  | **x** | **x** | **x** | **x** | **x** |  |
| Weekly Puzzle | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |
| Take-Home Assignment | **x** | **x** | **x** |  | **x** | **x** | **x** |  |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/ declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

This module is designed to benefit from the international (multilingual/multicultural) character of the student body, asking students (both within the “weekly puzzle” assessment and within seminar group discussions) to come up with and reflect upon examples of the discussed phenomena coming from other languages, thus becoming aware of universal and culture-specific elements of meaning and communication.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 22/02/16 | Major | September 2016 | 9, 11, 13-14 | No |
| 02/12/16 | Minor | September 2017 | 13 | No |
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| Revised FSO Jan 2018 |