1. **Title of the module**

LING8320 (LL832) – Meaning

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 7

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

15 Credits (7.5 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**

Compulsory for MA Linguistics

Optional for MA Applied Linguistics with TESOL

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

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

8.2 Demonstrate systematic understanding of core topics in linguistic meaning and of how semantic and pragmatic theory explains them;

8.3 Critically evaluate accounts of meaning-related phenomena, including those that have posed challenges for traditional theories;

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 both in speech and 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 ability to work cooperatively with others, exercising personal responsibility and sensitivity;

9.4 Exchange relevant information through the use of shared access to documents and web-based learning.

1. **A synopsis of the curriculum**

This module will introduce students to the study of semantic meaning. The focus will be on developing a fluency with analytical tools in semantics and pragmatics, and using these to explain a range of phenomena. Topics covered will include truth-conditional semantics, reference, presupposition, conversational implicature, and Speech Act Theory. Students will have the opportunity to reflect upon real data and analyse the processes of conveying and understanding meaning.

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

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

Chierchia, G., and S. McConnell-Ginet (2000). *Meaning and Grammar. An Introduction to Semantics*, Massachusetts: MIT Press.

Jaszczolt, K. (2002). *Semantics and Pragmatics: Meaning in Language and Discourse*, Harlow: Pearson Education.

Kearns, K. (2011). *Semantics* (2nd edition.). Basingstoke: Palgrave Macmillan.

Saeed, J. (2008). *Semantics*. 3rd edition. Oxford: Blackwell.

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
	1. Main assessment methods
* Take-home Assignment 1 (1,500 words) – 40%
* Take-home Assignment 2 (2,000 words) – 60%
	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/Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Assignment 1 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Assignment 2 | **x** | **x** | **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 focuses on issues of communication, naturally including issues in communication across cultures (especially in the second half). The seminar format allows students to discuss these issues, bringing in examples from their own experience in multicultural/multilingual environments. The assessment also requires coming up with examples from one’s own linguistic community, showing awareness of the similarities and differences between languages and cultures.

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**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) |
| 03/11/17 | Minor | September 2018 | 7 | No |
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| Revised FSO Jan 2018 |