1. **Title of the module**

LING5350 (LL535) – Topics in Semantics

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 6

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**

Prerequisite: LING5340 – Semantics and Pragmatics

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 a systematic and critical understanding of the fundamentals of empirical and formal inquiry in formal semantics;

8.2 Demonstrate a systematic advanced-level understanding of some of the mathematical methods that underpin the investigation of linguistic meaning in formal semantics, such as set theory and functions;

8.3 Deploy accurately established modes of analysis and investigation pursuant to the advanced study of meaning, including cross-disciplinary investigations (e.g. exploring connections to philosophy, literature and psychology);

8.4 Demonstrate sophisticated lines of argumentation, make informed judgements, provide analyses of data, and decide between competing analyses of data;

8.5 Demonstrate nuanced appreciation of the complexities, problems and limitations associated with the subject.

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

9.1 Demonstrate their capacity for critical thought and their ability to express these thoughts accurately;

9.2 Demonstrate their critical thinking skills and be able to assess the extent to which their own hypotheses are validated by new data and problems given to them;

9.3 Demonstrate their written fluency at an advanced level;

9.4 Demonstrate their communicative skills and be able to engage with both specialist and non-specialist audiences;

9.5 Demonstrate their time management skills.

1. **A synopsis of the curriculum**

This course builds on the student’s knowledge of semantic phenomena, introducing formal approaches and the semantic metalanguage. Students will be provided with a small set of formal tools for the analysis of linguistic meaning. Students will learn to use these tools to probe into the nature of meaning in natural language and into different types of semantic phenomena. Specific topics that will be dealt with include predication, argumenthood, entailment, presupposition, definiteness and quantification.

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

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

Gamut, L.T.F. *Logic, Language and Meaning*. Chicago: Chicago University Press (two volumes).

Heim, I. and A. Kratzer. (1998) *Semantics in Generative Grammar*. Oxford: Blackwell.

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

Partee, B. et al. (1990) *Mathematical Methods in Linguistics*. Dordrecht: Kluwer.

Saeed, J. (2003) *Semantics*. 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

* Assignment 1 (1,200 words) – 45%
* Assignment 2 (1,300 words) – 55%

13.2 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)***

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** | **x** |  |  |  |  |  |  |
| Seminar |  |  |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Assignment 1 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Assignment 2 | **x** | **x** | **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**

Linguistics is an intrinsically international subject, given that it is the study of Language in the abstract and languages in use, and necessarily requires the analysis of languages from around the world. In this module, students are presented with data from different languages as part of constructing and testing hypotheses and working towards building a universal theory.

**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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
|  |  |  |  |  |
|  |  |  |  |  |

|  |
| --- |
| Revised FSO Jan 2018 |