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**Department of English**

**College of Languages**

**Salahaddin University**

**Subject: Semantics**

**Level: PhD Programme**

**Semester: I**

**Lecturer's Name: Prof. Abbas Fadhil Lutfi, PhD**

**Academic Year: 2023/2024**

**Coursebook**

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| **1. Course Name** | Semantics and Pragmatics |
| **2. Lecturer in Charge** | Prof. Abbas Fadhil Lutfi, PhD |
| **3. Department/ College** | English/Arts |
| **4. Contact** | E-mail: abbas.lutfi@su.edu.krd |
| **5. Hours Per Week**  | 3 |
| **6. Office Hours** | Thursdays from 11:00 a.m. to 1:00 p.m. and by appointment. Students should feel free to discuss problems and/or progress with their instructor. If the above office hours are not convenient, then make an appointment to meet with the instructor. The instructor will inform students in advance of times when he will not be in and will make every reasonable effort to accommodate students' needs. |
| **7. Course Code** |  |
| **8. Teacher's Academic Profile**  | Dr Abbas Fadhil Lutfi is a professor of Linguistics-Cognitive Semantics at Salahaddin University in Erbil-Kurdistan Region-Iraq. He has been teaching undergraduate and postgraduate courses in phonetics, phonology, syntax, semantics, etc. since 2001. He has supervised a number of MA theses and PhD dissertations in the fields of cognitive semantics and pragmatics. |
| **9. Keywords** | Lexical Semantics/Cognitive Semantics/Pragmatics/Cognitive Pragmatics |
| **10. Course Overview:** This is an advanced course in semantics and pragmatics that would cover some of the important aspects of semantics and pragmatics, showing their relationships, and providing an understanding of how the two bring together various disciplines. These two levels of linguistics, however, are very broad and diverse fields and keeping the syllabus to manageable course duration has involved a fairly firm selection of topics. The emphasis will be on the important aspects of different approaches to semantics, using pertinent source material from philosophy, logic, linguistics, semantics, pragmatics, and sociology. The various approaches and their limitations are going to be outlined. |
| **11. Course Objective:** This course is designed to prepare PhD students for success in semantics and pragmatics, and to provide a helpful overview of the two subjects. An important aim of the course is to give the PhD students access to some of the central ideas in these two fields, and introduce them to some of their most important writers. It is also hoped here that the students will, by the end of the course, be able to gain a feeling for what doing both semantics and pragmatics is like and some background information to proceed to more advanced and specialized material in the primary literature. |
| **12. Student's Obligation:** All students are expected to attend class once a week and to keep up with all assignments and readings. If a student fails to attend class for any reason, that student is still responsible for all work on the syllabus. Students may have no more than two weeks without attending class (excused or unexcused) in this course without adversely affecting their grades. After the student has missed more than the allowed absences, the instructor will deduct 2 points from the student’s final grade for each additional week missed. Staying current is the student’s responsibility.Each student is encouraged to help create an environment that promotes learning, dignity, and mutual respect for everyone in the learning environment. Students who speak at inappropriate times, take frequent breaks, interrupt the class by coming to class late or leaving early, engage in loud or distracting behaviours, use mobile phones or pagers (other noise-making devices like iPads), listen to headphones/CDs, play with computers or hand held games, use inappropriate language, display defiance or disrespect to others, or behave improperly toward others during the class period may be asked to leave the class and be subjected to disciplinary action under the University Student Code of Conduct and Sanctions (the Article of Sanctions). The instructor of the course may deem additional behaviours or actions inappropriate. |
| **13. Form of Teaching:** The teaching method used in this course is an amalgam of structural and interactive methods, namely the oral method and the direct method. The students will be exposed to different semantic and pragmatic theories and concepts, and then they will practise with a variety of drills. It is emphasized that the [target language](https://en.wikipedia.org/wiki/Second_language) should be used at all times. An idea that is highlighted here is that by reinforcing correct language behaviours, students will make them into habits.The direct method, a key element in teaching this course, requires that both the instructor and the students refrain from using the learners' native language and just use the target language.**Pedagogy** * Introduction of new words and concepts (referred to as elements).
* High frequency words and terms are prioritized.
* Student are observed carefully to know when mental 'saturation' point is reached, indicating students should not be taught more elements until another time.
* A list of everything taught is kept so that proper testing may be done.
* A list of concepts and topics (Special Attention List) that are most difficult for students is maintained.
* In progress, from lecture to lecture, the first few minutes of each lecture are to review prior topic(s). If students immediately show recognition and knowledge, a new element will be introduced.
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| **14. Assessment Scheme:**‌The students will have to make presentations and submit a term paper by the end of the course. There will also be one formal examination. Additionally, students will have frequent semantic and pragmatic analyses practice and engage in discussion board assignments.Grading:* **Presentation:** 10 marks
* **Term Paper:** 25 marks
* **Examination:** 15 marks
* **Final Examination:** 50 marks

Students **must** complete all major assignments to receive a passing grade in the course. The final grades are non-negotiable and are based strictly on the student’s earned points. |
| **15. Students’ Learning Outcome:** By the end of the course, students will have hopefully leaned the following:1. Different concepts pertaining to language, cognition and meaning, and culture, etc.
2. Major theories of semantics and pragmatics
3. Methods of semantic and pragmatic analyses and practice of their applicability in different areas.
4. How language users produce and comprehend meaning, and how these two could pose a problem for learners of EFL.
5. How understanding semantics and pragmatics contributes to successful communication.
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| **16. Course Reading List and References‌:*** Leech, G. (1981). *Semantics: The study of meaning.* (2nd ed.). Middlesex: Penguin Books.
* Leech, G. (1983). *Principles of pragmatics.* London: Longman Group
* Levinson, S. (1983). *Pragmatics*. Cambridge: Cambridge University Press.
* Palmer, F. (1981).*Semantics.* (2nd ed.).Cambridge: Cambridge University Press.
* Riemer, N. (2010). *Introducing semantics.* Cambridge: Cambridge University Press.
* Saeed, J. (2003). *Semantics. (2nd ed.)*. Malden, MA: Blackwell Publishing Ltd.
* Talmy, L. (2000a). *Toward a cognitive semantics (Vol. 1): Concept structuring system.* Cambridge, MA: MIT Press.
* Talmy, L. (2000b). *Toward a cognitive semantics (Vol. 2): Typology and process in concept structuring.* Cambridge, MA: MIT Press.
* Yule, G. (1996). *Pragmatics.* Oxford: Oxford University Press.

In addition, the students could enjoy the freedom of choosing the websites that best satisfy their needs and facilitate the accomplishment of their assigned tasks. |
| **17. The Topics:** | **Lecturer's Name** |
| In this section the lecturer shall write the titles of all topics he/she is going to give during the term. This also includes a brief description of the objectives of each topic, date and time of the lecture Each term should include not less than 16 weeks. | Lecturer's nameex: (2 hrs)ex: 14/10/2015 |
| **18. Syllabus** |  |
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| **The Schedule** |
| Week | Hours | Topic |
| 1 | 1, 2, and 3 | **I. Introduction*** A Historical Review
* Semantics and Meaning
* The Meaning of Meaning
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| 2 | 1, 2, and 3 | * Semantics and Linguistics
* Semantics and Other Disciplines
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| 3 | 1, 2, and 3 | **II. Some Initial Concepts*** Lexemes
* Sense
* Reference
* Denotation
 |
| 4 | 1, 2, and 3 | * Collocation
* Connotation
* Compositionality
* Levels of Meaning
 |
| 5 | 1, 2, and 3 | **III. Theories of Meaning*** Naming
* Conceptual
* Contextual
 |
| 6  | 1, 2, and 3 | * Referential
* Lexical
* Sentential
 |
| 7 | 1, 2, and 3 | **IV. Types of Meaning*** Conceptual
* Connotative
* Social
* Affective
 |
| 8 | 1, 2, and 3 | * Reflected
* Collocative
* Thematic
 |
| 9 | 1, 2, and 3 | * Cognitive Semantics and Traditional Semantics
 |
| 10 | 1, 2, and 3 | **V. Pragmatics: Introduction*** Forerunners
* The Emergence of Pragmatics
 |
| 11 | 1, 2, and 3 | * Definitions of Pragmatics
* Deixis
 |
| 12 | 1, 2, and 3 | **VI. Speech Act Theory** |
| 13 | 1, 2, and 3 | **VII. The Cooperative Principle** |
| 14 | 1, 2, and 3 | **VIII. Presupposition** |
| 15 | **Final Examination (50 marks)** |
| 16 |

***\*This syllabus is subject to change at the discretion of the instructor.*** |
| **19. Examinations:****1. Compositional:** In this type of exam the questions usually starts with ‘Explain how, What are the reasons for…?, Why…?, How…?, etc.’ Examples should be provided with the typical answers. |
| **20. Extra Notes:**Here the lecturer shall write any note or comment that is not covered in this template and he/she wishes to enrich the course book with his/her valuable remarks. |
| **21. Peer Review :**This course book has to be reviewed and signed by a peer. The peer approves the contents of your course book by writing few sentences in this section. (A peer is person who has enough knowledge about the subject you are teaching; he/she has to be a professor, assistant professor, a lecturer or an expert in the field of your subject).  |

**Example Questions**

I. Broadly speaking, semanticists take a keen interest in showing how units of thought relate to language. Explain the relationship between the conceptual structure and the linguistic structure, paying special attention to such concepts as 'the conceptual core' and 'the grammatical core' and their key components.

II. One of the constraints on grammatically specifiable notions is that grammatical referents generally have a topological rather than a Euclidean character. Provide examples that exhibit this topological property with respect to space and time.

III. Image schemas are an important form of conceptual structure in cognitive semantics. Trace the source of image schemas and state the role of such schemas in organizing our thought and understanding abstract concepts.