City University of Hong Kong
Course Syllabus

offered by Department of Linguistics & Translation
with effect from Semester A 2017 / 18

Part I   Course Overview

Course Title: Advanced Topics in Semantics

Course Code: LT6422

Course Duration: One Semester

Credit Units: 3

Level: P6

**Medium of
Instruction:**   English

**Medium of
Assessment:**   English

Prerequisites:
(Course Code and Title)   LT5403 Semantics and Discourse or special approval by the Programme Leader

Precursors:
(Course Code and Title)   Nil

Equivalent Courses:
(Course Code and Title)   Nil

Exclusive Courses:
(Course Code and Title)   LT8422 Topics in Semantics

Part II   Course Details

1.   Abstract

This is a seminar type course. It aims to develop students' ability through case study, particularly in the following respects: (i) acquisition of in-depth knowledge of current issues in semantics, (ii) critical review of relevant literature, (iii) formulation of hypotheses/theories, and (iv) academic argumentation.

2.   Course Intended Learning Outcomes (CILOs)
(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	*A2*	*A3*
1.	Describe and discuss current issues in semantics		✓		
2.	Critically review relevant literature			✓	
3.	formulate hypotheses/theories				✓
4.	Verify the hypotheses				✓
		100%			

A1:   Attitude
Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2:   Ability
Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3:   *Accomplishments*
Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. 3. Teaching and Learning Activities (TLAs)
(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
1	**Lecture and Class Activities**: Theoretical foundations and concepts related to the above learning outcomes are laid out in the lecture. Emphasis is put on how these theories can be applied to language data. Discussion and exercises are provided to familiarize students with the theoretical concepts acquired in the lecture and to use these concepts to generate new ideas.	✓	✓	✓	✓			
2	**Independent learning:** Materials are posted onto the blackboard from time to time, and students are advised to refer to these materials for independent learning.	✓	✓	✓	✓			
3	**Assignments:** Students are required to complete three assignments based on what they have learnt in class. Emphasis of assignments is placed on both theoretical aspect and data analysis.	✓	✓	✓	✓			

4. Assessment Tasks/Activities (ATs)
(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4				
Continuous Assessment: <u>100</u> %								
Students are required to complete three assignments during the semester								
First assignment	✓	✓	✓	✓			35%	
Second assignment	✓	✓	✓	✓			35%	
Third assignment	✓	✓	✓	✓			30%	
Examination: <u>0</u> % (duration: , if applicable)								
							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. 1st Assignment	Demonstrate understanding of current issues in semantics and how they can be used in analysing natural language data.	Demonstrate strong evidence of capacity to grasp important concepts in semantics; and evidence of excellent understanding of how semantic theories can be applied to analyse natural language data.	Demonstrate some evidence of capacity to grasp important concepts in semantics, and evidence of good understanding of how semantic theories can be applied to analyse natural language data.	Demonstrate evidence of ability to grasp basic concepts in semantics; and adequate understanding of how semantic theories can be applied to analyse natural language data.	Demonstrate little understanding of basic concepts in semantics and little understanding of how semantic theories can be applied to analyse natural language data.	Demonstrate limited understanding or virtually no understanding of basic concepts of semantics and how semantic theories can be applied to analyse natural language data.
2. 2nd Assignment	Demonstrate understanding of important concepts in conducting semantic analysis. Show the capacity to formulate and verify hypotheses to analyse natural languages .	Demonstrate excellent understanding of important concepts in conducting semantic analysis, and strong evidence of capacity to formulate and verify hypotheses to analyse natural languages.	Demonstrate good understanding of concepts in conducting semantic analysis, and some evidence of capacity to formulate and verify hypotheses to analyse natural languages.	Demonstrate adequate understanding of concepts in conducting semantic analysis and demonstrate limited capacity to formulate and verify hypotheses to analyse natural languages.	Demonstrate little understanding of basic concepts in conducting semantic analysis and demonstrate no ability to formulate hypotheses to analyse natural languages.	Demonstrate limited understanding or virtually no understanding of basic concepts of semantics and little or no ability to formulate hypotheses to analyze natural language data.

3. 3rd Assignment	Apart from the ability of conducting semantic analysis, demonstrate through writing the ability to critically discuss issues in semantics.	Apart from the ability of conducting linguistic analysis, demonstrate strong evidence of excellent ability through writing to critically discuss issues in semantics.	Apart from the ability of conducting linguistic analysis, demonstrate some evidence of good ability through writing to critically discuss issues in semantics.	Apart from the ability of conducting linguistic analysis, demonstrate adequate ability through writing to discuss fundamental issues in semantics.	Apart from the ability of conducting linguistic analysis, demonstrate little ability through writing to discuss fundamental issues in semantics.	Demonstrate limited ability or virtually no ability to conduct linguistic analysis and demonstrate little or no ability through writing to discuss fundamental issues in semantics.

Part III   Other Information (more details can be provided separately in the teaching plan)

1.   **Keyword Syllabus**
     (An indication of the key topics of the course.)

Topics will vary according to the interests and specialization of the instructor. The domain of study will be based on a relevant, coherent body of published literature which has played or is currently playing a role in the development of theories in semantics. The seminar will typically consist of an introduction to and critical review of the literature, comparison and evaluation of alternative hypotheses and theories, and data analysis.

2.   **Reading List**
2.1 **Compulsory Readings**
     (Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Heim, Irene and Angelika Kratzer. (1998) Semantics in Generative Grammar. Oxford: Blackwell

2.2 **Additional Readings**
     (Additional references for students to learn to expand their knowledge about the subject.)

1.	Cann, Ronnie. (1993) Formal Semantics. Cambridge: CUP.
2.	Cann, Ronnie, Ruth Kempson and Eleni Gregoromichelaki. (2009) Semantics: An Introduction to Meaning in Language. Cambridge: CUP.