LT3211: SEMANTICS

Effective Term
Semester B 2022/23

Part I Course Overview

Course Title
Semantics

Subject Code
LT - Linguistics and Translation
Course Number
3211

Academic Unit
Linguistics and Translation (LT)

College/School
College of Liberal Arts and Social Sciences (CH)

Course Duration
One Semester

Credit Units
3

Level
B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction
English

Medium of Assessment
English

Prerequisites
LT2201 Introduction to Linguistics or LT2229 Fundamentals of Linguistics or LT2290 Introduction to Language Studies

Precursors
Nil

Equivalent Courses
CTL3211 Semantics

Exclusive Courses
Nil

Part II Course Details

Abstract
The aim of this course is to examine aspects of linguistic meaning and language use.
Upon completion of this course students should be able to:

a. Recognize the relation between linguistic expressions and objects in the world;
b. Describe and analyze sense properties and sense relations; and
c. Analyze language data from the semantic aspect and discover and formulate generalizations that are observationally, descriptively and explanatorily adequate.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Construe reference in accordance with a theory of meaning.		x	x	
2	Identify word meaning and how smaller units are combined to give sentence meaning.		x	x	
3	Find out sentence relations and truth values of sentences.		x	x	
4	Represent meaning of sentences in terms of predicates and arguments.		x	x	
5	Identify tense and time reference.		x	x	
6	Analyze and classify different situation types and aspect and discover and formulate hypotheses that are observationally, descriptively and explanatorily adequate.			x	x
7	Describe different types of modal meaning.			x	x
8	Capture different participants of sentences and relevant grammatical relations.		x	x	

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 real-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.

Teaching and Learning Activities (TLAs)

	TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	Theoretical foundations and concepts related to the above learning outcomes are presented in lectures. Emphasis is put on how these theories can be applied to language data, particularly English, and examples are used to make abstract concepts easier to be absorbed.	1, 2, 3, 4, 5, 6, 7, 8	3 hours
2	Assignments	Students are required to complete three assignments based on what they have learnt in lectures and tutorials. Emphasis is placed on both theoretical aspects and how theoretical concepts can be applied to analyze English data.	1, 2, 3, 4, 5, 6, 7, 8	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Assignments Three assignments	1, 2, 3, 4, 5, 6, 7, 8	60	
2	End-of-term test An end-of-term test will be given to evaluate how well students have achieved the CILOs.	1, 2, 3, 4, 5, 6, 7, 8	40	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

1. Assignments

Criterion

Students are required to complete three assignments during the semester.

Excellent (A+, A, A-)

Properly documented assignments;Precise, clear writing

Good (B+, B, B-)

Properly documented assignments;Precise, clear writing

Fair (C+, C, C-)

Properly documented assignments;Precise, clear writing, with few grammatical errors.

Marginal (D)

Properly documented assignments;Work is adequately written, with some grammatical errors.

Failure (F)

Plagiarism;Irrelevance of content;Unreadability (including major grammatical or structural problems)

Assessment Task

2. End-of-term test

Criterion

An end-of-term test will be given to evaluate how well students have achieved the CILOs. Format and style of the questions will be similar to those of the assignments and tutorial exercises.

Excellent (A+, A, A-)

Excellent understanding of concepts, terminology and findings in Semantics

Good (B+, B, B-)

Clear understanding of concepts, terminology and findings in semantics

Fair (C+, C, C-)

Good understanding of concepts, terminology and findings in semantics.

Marginal (D)

Satisfactory understanding of concepts, terminology and findings in semantics.

Failure (F)

Failure to demonstrate understanding of content;Academic Dishonesty

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Part III Other Information

Keyword Syllabus

Basic concepts in semantics, reference, sense, logic, predicates and arguments, word meaning, English tense and aspect, situation types, modality, thematic roles.

Reading List

Compulsory Readings

	Title
1	Kearns, Kate. (2011) Semantics. 2nd edition. New York: Palgrave Macmillan.
2	Lecture notes and tutorial exercises.

Additional Readings

	Title
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: Cambridge University Press.
3	Chierchia, Chierchia and Sally McConnell-Ginet. (2000) Meaning and Grammar. 2nd edition. London: MIT Press.
4	Heim, Irene and Angelika Kratzer. (1998) Semantics in Generative Grammar. Oxford: Blackwell.
5	Hurford, James R., Brendan Heasley and Michael B. Smith. (2007) Semantics: A coursebook. 2nd edition. New York: Cambridge UP.
6	Kempson, Ruth M. (1977) Semantic Theory. Cambridge: Cambridge University Press.
7	Portner, Paul H. (2005) What is Meaning? Fundamentals of Formal Semantics. Oxford: Blackwell Publishing.
8	Saeed, John I. (2003) Semantics. Oxford: Blackwell.
9	de Swart, Henriëtte. (1998) Introduction to Natural Language Semantics. Stanford: CSLI Publications.