|  |  |
| --- | --- |
|  | ERCIYES UNIVERSITYFACULTY OF LITERATUREDEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE |

|  |  |
| --- | --- |
| **Course Code and Title:** | ELIN 276 Semantics |
| **Coordinator :** | Assoc. Prof. Dr. Bilal Genç |
| **lesson Teaching Method :** | Face to face, presentation and Interactive |
| **ECTS:** | 4 | **Hours / TL :** | **2/T** |
| **Lesson Type** | Compulsory | **Prerequisite :** | **-** |
| **Email :** | **bgenc@erciyes.edu.tr** | **Course :** | **English** |
| **Course Objective** | Semantics is a core discipline of linguistics, in the sense that (both descriptive and theoretical) research in most other subdisciplines (especially in syntax, morphology, lexicology, pragmatics, discourse studies, computational linguistics, historical linguistics, and much of psycholinguistics and sociolinguistics) presupposes acquaintance with some basic concepts and analytical tools of semantics. In addition, semantics is an important “interface” between linguistics and the other disciplines of the cognitive sciences, in particular, psychology, cultural anthropology, and the computer sciences (artificial intelligence). This course aims at familiarizing the students with those concepts and analytical tools of semantics they require for research in these areas. In addition, it attempts to provide an overview of the field that enables students to seek answers to further questions about semantics and to start formulating and pursuing their own research interests.By the end of this course students will be able to:■ critically analyse semantic meaning using a range of specialised techniques and skills;■ identify, reproduce and critically evaluate a range of specialised linguistic theories of meaning in language;■ apply relevant specialist strategies for conveying and analysing meaning in their own language use and that of others;■ summarize, illustrate, and critically evaluate a range of current, specialised, methodologies for research in semantics. |
| **Course Content** | This course is designed for BA students. It offers a comprehensive treatment of semantics for students who have little or no knowledge of semantics. The course provides students with a solid understanding of key concepts in semantics and methods of semantic analysis. The course also aims to encourage an active approach on the part of students toward the subject matter. Students successfully completing the course will be able to identify and explain concepts which are central to the study of communication. They will be able to describe and discuss the semantic structure of lexemes and relationships between them. They will also have an enhanced knowledge of the semantic structure of sentences. The course will enable students to proceed to more specialized aspects of semantic analysis. |

|  |
| --- |
| **Contribution of the Course to the Program Qualifications** |
| **Course Outcomes** | **Contribution Level** |
| **1** | Develops English literacy, listening-speaking skills at an advanced level. Gains the English language proficiency to be able to express himself effectively in written and oral form in national and international platforms. | \*\*\*\*\* |
| **2** | Works of different genres of English literature; learns the historical, cultural and social context of these works. | \*\*\*\*\* |
| **3** | Learns the structure, features and development of the English language. Gains competence in grammar, phonology, syntax, semantics, stylistics, rhetoric and corpus. | \*\*\* |
| **4** | Have the knowledge and competence to translate texts from English to Turkish, from Turkish to English at all levels from different fields. | \*\* |
| **5** | Learns the latest information and technologies related to the field. Have the knowledge, skills and competence to practice his profession in the field of English in Turkey and in different countries of the world. | \*\* |
| **6** | Have sufficient knowledge and experience in fields such as linguistics, foreign language teaching, literary criticism and text translation. He has the competence to use the theoretical and applied knowledge he has acquired in related fields. | \*\*\* |
| **7** | Defines the problems encountered in the fields related to the profession and develops solutions that will meet the expectations in this regard. Gains the ability to cooperate with relevant institutions and develop solutions for the solution of the problems encountered. | \*\*\* |
| **8** | A sense of professional ethics and responsibility develops. | \*\*\* |
| **9** | Gains interdisciplinary knowledge and perspective. Thanks to the interdisciplinary courses in the program, he learns the relationship between language and literature studies and other disciplines. Gains the competence to use his interdisciplinary knowledge and experience. | \*\*\*\* |
| **10** | Knows Literature and Language Theory. Develops critical and analytical thinking skills. Uses theoretical knowledge and critical experience effectively. | \*\*\*\*\* |
| **11** | Works harmoniously individually and in groups. Gains the ability to develop and implement projects, innovation and R&D studies related to their profession. | \*\*\* |
| **12** | Develops a comparative research, education and training approach in accordance with universal standards, taking into account cultural differences by using the experience specific to his profession. | \*\*\* |
| **13** | Have lifelong learning skills and competence in professional and individual fields. | \*\*\* |
| **14** | Gains knowledge and understanding of environment, race, gender, religion and economic issues in literary culture. It develops awareness that can contribute to the society as knowledge, experience and thought on these issues. | \*\*\*\*\* |
| The number of stars (\*) represents the contribution level from 1 (minimum) to 5 (maximum). |

|  |
| --- |
| **( Syllabus )** |
| **Week** | **Topics** | **Teaching Method and Technique Used** |
| **one** | Overview of the Syllabus | Lecture |
| **2** | (Hurford) Unit 1: About Semantics | Presentation and DiscussionInteractive Lesson |
| **3** | (Hurford) Unit 2: Sentences, Utterances and Propositions | Presentation and DiscussionInteractive Lesson |
| **4** | (Hurford) Unit 3: Reference and Sense | Presentation and DiscussionInteractive Lesson |
| **5** | (Hurford) Unit 4: Referring Expressions | Presentation and DiscussionInteractive Lesson |
| **6** | (Hurford) Unit 5: Predicates | Presentation and DiscussionInteractive Lesson |
| **7** | (Hurford) Unit 6: Predicates, Referring Expressions and Universe of Discourse | Presentation and DiscussionInteractive Lesson |
| **8** | (Hurford) Unit 7: Deixis and Definiteness | Presentation and DiscussionInteractive Lesson |
| **9** | Midterm Exam | Presentation and DiscussionInteractive Lesson |
| **10** | (Hurford) Unit 8: Words and Things | Presentation and DiscussionInteractive Lesson |
| **11** | (Hurford) Unit 9: … to sense: Sense Properties and Stereotypes | Presentation and DiscussionInteractive Lesson |
| **12** | (Hurford) Unit 10: Sense Relations (1): Identity and Similarity of sense | Presentation and DiscussionInteractive Lesson |
| **13** | (Hurford) Unit 11: Sense Relations (2): Oppositeness and Dissimilarity | Presentation and DiscussionInteractive Lesson |
| **14.** | (Hurford) Unit 12: About logic | Presentation and DiscussionInteractive Lesson |
| **15.** | **exam** | Test |

|  |
| --- |
| **Planned Teaching Activities, Teaching Methods and ECTS Workload** |
|  | **Number** | **Duration (Hours)** | **Number x Duration (Hours)** |
| Face to face education | **13** | **2** | **26** |
| Out-of-class study time (reinforcement) | **5** | **15** | **15** |
| Homeworks | **2** | **10** | **10** |
| Presentation and Seminar | **1** | **8** | **8** |
| Quizzes | **1** | **6** | **6** |
| Preparation for midterm exams | **2** | **15** | **5** |
| midterm exams | **1** | **8** | **8** |
| Project (Semester assignment) | **1** | **8** | **8** |
| Lab | **0** | **0** | **0** |
| field work | **0** | **0** | **0** |
| Preparation for the final exam | **1** | **14** | **14** |
| Semester final exam | **1** | **4** | **10** |
| Research | **5** | **10** | **10** |
| **Total workload** |  |  | **120** |
| **ECTS** | **4** |  |  |

|  |
| --- |
| **Evaluation Methods and Criteria** |
| **Mid-Semester Evaluation** | **Number** | **Contribution Percentage** |
| Midterm | **1** | **40** |
| Quiz |  |  |
| Homework |  |  |
| **Semester Total** |  | **40** |
| Contribution rate of the final exam to success (Micro Teaching Presentations / Videos ) |  |  |
| final exam | **1** | **60** |
| total |  | **60** |
| **The overall total** |  | **one hundred** |

|  |
| --- |
| **Recommended Course Materials** |
| **Textbook** | **Coursebooks:*** Hurford J. R., Heasley, B., Smith, M. B. (2007). *Semantics: A Courebook*. Cambridge University Presss.
* Riemer, N. (2010). *Introducing Semantics***.** Cambridge University Presss.
 |