**SYLLABUS**

**regarding the qualification cycle FROM 2023 TO 2026**

**ACADEMIC YEAR: 2024/2025**

1. Basic Course/Module Information

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| Course/Module title | *Semantics and lexicology* |
| Faculty (name of the unit offering the field of study) | *Faculty of Humanities* |
| Name of the unit running the course | *Department of English Studies* |
| Field of study | English studies |
| Qualification level  | BA Level |
| Profile | *General Academic* |
| Study mode | *Full-time studies* |
| Year and semester of studies | *Year 3, winter semester* |
| Course type | *Major* |
| Language of instruction | English |
| Coordinator | dr Bożena Duda |
| Course instructor | *dr Bożena Duda* |

\* - as agreed at the faculty

1.1.Learning format – number of hours and ECTS credits

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Semester(n0.) | Lectures | Classes | Colloquia | Lab classes | Seminars | Practical classes | Internships | others | **ECTS credits**  |
| 5 | 30 | 15 |  |  |  |  |  |  | 4 |

1.2. Course delivery methods

- conducted in a traditional way

- involving distance education methods and techniques

1.3. Course/Module assessment (exam, pass with a grade, pass without a grade)

Classes – pass with a grade

Lectures – exam

2. Prerequisites

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| Completion of the course Introduction to Linguistics |

3. Objectives, Learning Outcomes, Course Content, and Instructional Methods

3.1. Course/Module objectives

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| O1 | Presenting essential terminology, basic approaches, theories, and conceptions that have shaped the theory of lexical semantics since the beginning of the 20th century, as well as explaining the place of lexical semantics in the system of linguistics and its relation to other linguistic disciplines. |
| O2 | Analysing and comparing multiple language samples in the context of relevant theories. |
| O3 | Critical analysis of the theories and hypothesis presented |

3.2. Course/Module Learning Outcomes (to be completed by the coordinator)

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| --- | --- | --- |
| Learning Outcome | The description of the learning outcome defined for the course/module | Relation to the degree programme outcomes |
| LO\_01 | The student presents the major semantic theories. | K\_W04, K\_W02 |
| LO\_02 | The student defines basic terminology. | K\_W01, K\_W03 |
| LO\_03 | The student analyses the meaning of words in context and draws conclusions on the basis of theoretical assumptions. | K\_U06  |
| LO\_04 | The students formulates assumptions on the basis of examples. | K\_U05 |
| LO\_05 | The students attempts to solve cognitive and practical problems within the field of semantics, as well as asks for expert opinions if necessary. | K\_K02 |

**3.3. Course content (to be completed by the coordinator)**

1. Lectures

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| Content outline |
| 1. **Linguistic sign** (de Saussure’s theory, the principles of arbitrariness, linearity, discreteness (discontinuity), semiotic triangle – denotation, designation, signification; denotative (cognitive) meaning, connotative meaning (associative), connotative-stylistic types (territorial, social, stylistic proper, temporal), referent
 |
| 1. **Lexical units**  (delimitation; semantic constituents, principle of compositionality, definition of the semantic constituent, minimal semantic constituent, test of recurrent semantic contrast). **Word** (different approaches to the notion of word, Di Sciullo & Williams, Matthews; criteria for the delimitation of word; the notion of paradigm
 |
| 1. **Word-meaning** **–** affinities – paradigmatic and syntagmatic; semantic traits – statuses, fixed meaning theory, core-meaning theory, fuzzy edge theory, prototype theory, semantic primitives – componential analysis, semantic networks
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| 1. **Idioms (phrasemes), collocations, and dead metaphors** (basic features of idioms; the notion of transparency and opacity, degrees of opacity, semantic cohesion in collocations).
 |
| 1. **Influence of context on the meaning of words** (selection and modulation, promotion, demotion, highlighting, backgrounding, transfer features, semantic co-occurrence restrictions – selectional and collocational restrictions, Katz and Fodor’s approach to the context in a semantic theory
 |
| 1. **Lexical relations** (four general types of relations – identity, inclusion, overlap, disjunction and their lexical counterparts; quasi-relations; synonymy – cognitive synonymy, tautonyms, homonymy – criteria for the delimitation of homonymy with regard to polysemy, *faux amis*, 3 types of antonymy, hyponymy
 |
| 1. **Lexical configurations** (hierarchies, branching, non-branching relations, relations of dominance and difference, asymmetric relation, catenary relation, transitivity & intransitivity), the notion of lexical field, Trier; doublets, meronomy, assymetry and gaps
 |
| 1. **Componential analysis and relational components** (semantic components, logical constants, implicational rules, redundancy notations, propositions and arguments, complex relations)
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| 1. **Typology of features** (origins of the theory of features, distinctive features within the phonological theory of the Prague school of Linguistics; denotative, connotative, transfer, relational, deictic features, inferential features)
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| 1. **Katz and Fodor’s semantic theory** (scope of a semantic theory, the role of context, components of the semantic theory – dictionary, projection rules, dictionary entries, sense characterization, semantic markers, distinguishers
 |
| 1. **Cognitive semantics** – general, meaning and semantic nature, conceptualization and imagery, the nature of grammar, continuum of symbolic structures, schemas, categorizing relationships, compositional and actual semantic values, grammar as a symbolic phenomenon, component and composite structures, degrees of schematicity, constructional schemas, schematic transparency principle
 |
| 1. **Pragmatic, corpus-based approach to lexicography**
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| 1. **Change of meaning** (1. logic-based changes (extension, restriction and branching of meaning; 2. transfer of meaning (metaphor, metonymy, synecdoche). Changes due to (a) reality, (b) conflict in the system, (c) folk etymology, (d) calques
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| **Revision** |

1. Classes, tutorials/seminars, colloquia, laboratories, practical classes

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| Content outline  |
| 1. Lexicology and semantics, relation of the fields
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| 1. Theories of meaning; types of meaning
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| 1. Basic terminology in lexicology
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| 1. Structural semantics (de Saussure)
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| 1. Lexical field theory (Trier) and componential analysis
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| 1. Lexical and sense relations (Lyons)
 |
| 1. Categorization; conceptual and linguistic categories; foundations of cognitive semantics
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| 1. Structuring principles of language: principles of iconicity, indexicality and symbolicity in language
 |
| 1. Radial networks; salience
 |
| 1. Metaphor and metonymy
 |
| 1. Revision and test
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3.4. Methods of Instruction

e.g.

*Lecture: a problem-solving lecture/a lecture supported by a multimedia presentation/ distance learning*

*Classes: text analysis and discussion/project work (research project, implementation project, practical project)/ group work (problem solving, case study, discussion)/didactic games/ distance learning*

*Laboratory classes: designing and conducting experiments*

A problem-solving lecture

Classes: discussion, working with examples (either own or provided by the teacher) in groups or individually

4. Assessment techniques and criteria

4.1 Methods of evaluating learning outcomes

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| --- | --- | --- |
| Learning outcome | Methods of assessment of learning outcomes (e.g. test, oral exam, written exam, project, report, observation during classes) | Learning format (lectures, classes,…) |
| LO-01 |  |  |
| LO-o2 |  |  |

4.2 Course assessment criteria

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| To complete the course one needs toLecture: attend the lectures and score 60% of the total points on the written exam. Classes: attend the classes and score 60% of the total points on the test.Grading system:A – 93% - 100%B – 85% - 92%C – 77% - 84%D – 69% - 76%E – 60% - 68%F – 0% - 59%  |

5. Total student workload needed to achieve the intended learning outcomes

– number of hours and ECTS credits

|  |  |
| --- | --- |
| Activity | Number of hours |
| Scheduled course contact hours | 45 |
| Other contact hours involving the teacher (consultation hours, examinations) | 5 |
| Non-contact hours - student's own work (preparation for classes or examinations, projects, etc.) | 50 |
| Total number of hours | **100** |
| Total number of ECTS credits | **4** |

\* One ECTS point corresponds to 25-30 hours of total student workload

6. Internships related to the course/module

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| Number of hours | *irrelevant* |
| Internship regulations and procedures |  |

7. Instructional materials

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| Compulsory literature:**lecture**1. Štekauer, P. (1993) *Essentials of English Linguistics*. Prešov: Slovacontact.

**classes**1. Dirven, R. and M. Verspoor. 2004. *Cognitive Exploration of Language and Linguistics*. 2nd edition. Amsterdam/Philadelphia: John Benjamins (rozdz. 1, 2)
2. Štekauer, P. (ed.) (2000) *Rudiments of English Linguistics*, Prešov: Slovacontact. (rozdz. 2, 3 & 4)
 |
| Complementary literature: **lecture**1. Geererts, D. *Theories of Lexical Semantics*. 2009. Oxford: Oxford University Press
2. Lipka, L. 2002. *English Lexicology*. Tubingen: Narr
3. Ungerer F. and H.-J. Schmid. 2006. *An Introduction to Cognitive Linguistics*. 2nd edition. Harlow: Pearson Longman
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Approved by the Head of the Department or an authorised person