COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Introduction to Semantics (Semantikos įvadas)	

Lecturer(s)	Department(s) where the course unit (module) is delivered
Coordinator: assoc. prof. dr. Audronė Šolienė **Other(s):**	Department of English Philology

Study cycle	Type of the course unit (module)
First-cycle, BA	

Mode of delivery	Period when the course unit (module) is delivered	Language(s) of instruction
Seminars	5 semester (autumn)	English

Requirements for students	
Prerequisites: Standard reference categories of linguistic description	**Additional requirements (if any):** No

Course (module) volume in credits	Total student's workload	Contact hours	Self-study hours
5 ECTS	130	32	98

Purpose of the course unit (module): programme competences to be developed
The aim of the course is to provide students with an understanding of the fundamental concepts and tools of analysis in semantics. This course will be devoted to hands-on semantic analysis of several semantic domains. It will equip the participants with a methodology which they could use in their own work, on any language and any aspect of language (lexicon, grammar, discourse, etc). The course unit also aims to develop the following competences:

Generic competences:

1. **Responsibility**: the ability to set goals and make plans, and take responsibility for them:
   1.1. Will be able to set goals, choose and use resources necessary for the completion of a task, plan their time and follow deadlines;
   1.2. will be able to take responsibility for their work / study results and learn from mistakes.
2. **Problem solving:** the ability to solve problems by relying on analytical, critical, and creative thinking:
   2.1. Will be able to identify problems and challenges in their own and related fields;
   2.2. will be able to identify problems by finding, analysing, and critically assessing relevant information, generate new ideas, choose the most optimal solutions.
3. **Openness to change**: the ability to understand the necessity of change and the intention to constantly improve oneself:
   3.1. Will be familiar not only with the changes taking place in their field of interest, but also their causes, challenges, opportunities;
   3.2. will be open to new ideas, strive to change, and be creative and innovative.

Subject-specific competences:

4. **Essential knowledge and skills in linguistics**: perception of language as a phenomenon and perception of linguistics as a scientific discipline:
   4.1. Will know, understand and be able to define linguistics as a scientific discipline and to properly use and interpret the basic concepts and terms of linguistics;
   4.2. will acquire knowledge of the main branches and methods of linguistics.
5. **Understanding and analysis of the English language system at various levels:** phonetics, morphology, syntax, semantics, etc.:
   5.1. Will gain knowledge of the English language system;

5.2. Will be able to describe, analyse and interpret English-language phenomena at various levels (phonetic, morphological, syntactic, semantic, pragmatic, language development, etc.) and compare them with Lithuanian or another language using appropriate terminology and methods.

Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
Upon successful completion of the course, students - will know, understand and be able to define semantics as a scientific discipline and to properly use and interpret the basic concepts and terms of semantics; - will acquire knowledge of the main branches of semantics; - will learn to recognize and identify different features of word meaning and a variety of semantic relations between words and sentences. - will gain knowledge of the English language system; - will be able to describe, analyse and interpret the English language at semantic level and compare with Lithuanian or another language using appropriate terminology and methods.	Explanatory and problem-based teaching, seminars, individual and group work Self-study of theoretical literature. Homework analysis and discussion.	Cumulative assessment: • 40 % - mid-term test (open-ended and closed questions); • 50 % – exam (open-ended and closed questions) • 10 % - active participation in discussions, completion of the assigned tasks.

Content: breakdown of the topics	Contact hours							Self-study work: time and assignments	
	Lectures	Tutorials	Seminars	Exercises	Laboratory work	Internship/work	Contact hours	Self-study hours	Assignments
1. Introduction. Basic concepts. Expression meaning. Utterance meaning. Communicative meaning.			4				**4**	**6**	S. Löbner. 2002. *Understanding Semantics.* OUP. Ch. 1. Meaning and semantics. 3-18; J. I. Saeed. 2003. *Semantics.* Blackwell. 1-10, 53-63.
2. Domain of semantics. Lexical semantics. Grammatical/syntactical semantics.			2				**2**	**8**	J. R. Hurford & B. Heasley. 2007. Unit 1. S. Löbner. 2002 *Understanding Semantics.* OUP. Ch. 2. Descriptive, social and expressive meaning. 19-38.
3. Sentences. Utterances. Propositions.			2				**2**	**4**	J. R. Hurford & B. Heasley. 2007. Unit 2. J. I. Saeed.2003. 12-15.
4. Reference. Sense. Denotation.			2				**2**	**4**	J. R. Hurford & B. Heasley. 2007. Unit 3. J. I. Saeed. 2003.12-17, 23-30.

Topic										References
5. Referring expressions.			2					2	4	J. R. Hurford & B. Heasley. 2007. Unit 4.
6. Mid-term test.			2					2	8	Revision of Hurford & Heasley. 2007. Unit 1-4, Löbner Ch.1-2, Saeed p.1-10, 12-17, 23-30, 53-63.
7. Predicates. Predicates and arguments. Predicates, referring expressions and universe of discourse.			4					4	8	J. R. Hurford & B. Heasley. 2007. Unit 5-6.
8. Deixis and Definiteness.			2					2	4	J. R. Hurford & B. Heasley. 2007. Unit 7. J. I. Saeed. 2003. 181-189.
9. Words and things: extensions and prototypes.			2					2	4	J. R. Hurford & B. Heasley. 2007. Unit 8. J. I. Saeed. 2003. 37-38.
10. Sense properties and stereotypes.			2					2	8	J. R. Hurford & B. Heasley. 2007. Unit 9.
11. Sense relations: identity and similarity of sense, oppositeness and dissimilarity of sense.			2					2	8	J. R. Hurford & B. Heasley. 2007. Unit 10-11. J. I. Saeed. 2003.63-79.
12. A notation for simple propositions. Connectives AND, OR and BUT.			4					4	16	J. R. Hurford & B. Heasley. 2007. Unit 12-15.
13. Final test			2					2	16	Revision of Hurford & Heasley 2007. Unit 5-15, Saeed p. 37-38, 63-79, 181-187.
Total			**32**					**32**	**98**	

Assessment strategy	Weight, %	Deadline	Assessment criteria
The final grade will consist of: • mid-term test (including theoretical questions and practical exercises) (40 %)	40%	Mid-term (Week 7 - 8)	Ten -point assessment scale: 10 (excellent). Excellent, exceptional knowledge and abilities. 95-100% of questions answered correctly. 9 (very good). Very good knowledge and abilities. 85-94 % of questions answered correctly. 8 (good). Knowledge and abilities are above average. 75-84 % of questions answered correctly. 7 (average). Average knowledge and abilities; there are a few not essential mistakes. 65-74 % of questions answered correctly.
• final examination (including theoretical questions and practical exercises) (50 %).	50%	Examination session	6 (satisfactory). Knowledge and abilities are below average; there are mistakes. 55-64 % of questions answered correctly. 5 (weak). Knowledge and abilities meet the minimum requirements. 51-54 % of questions answered correctly. 4, 3, 2, 1. Minimum requirements are not met.
• in-class participation	10 %	Throughout the course	Consistent participation in seminar discussions, appropriate use of metalanguage, argumentative, rigorous critical thinking, error-free academic English, completion of practical assignments.
			Additional remarks: The course instructor reserves the right to modify homework assignments, the sequence of seminar topics and dates of seminars outlined in the course syllabus in order to facilitate the students' learning process and make up for missed seminars or topics which were not covered due to the students' poor preparation for seminars, etc.

				The same rules and guidelines mentioned in the course description apply for the retake mark.

Author	Year of publication	Title	Issue of a periodical or volume of a publication	Publishing place and house or web link
Compulsary reading				
1. James R. Hurford, Brendan Heasley and M.B. Smith	1983/ 2007	*Semantics: a coursebook.* https://carrerainglesuce.files.wordpress.com/2019/05/semantics.pdf		Cambridge University Press
2. John I. Saeed	1997/ 2003/ 2008/ 2015	*Semantics.* http://coursdelinguistique.free.fr/Ressources/Semantics.pdf		Blackwell
3. Sebastian Löbner	2002/ 2013	*Understanding Semantics.*		Oxford University Press
Optional reading				
1. David Crystal	1998	*The Cambridge Encyclopedia of Language*		Cambridge University Press
2. Cliff Goddard	1998	*Semantic Analysis. A Practical Introduction.*		Oxford University Press
3. Howard Gregory	2000	*Semantics.*		Routledge
4. Paul Kroeger	2018	*Analyzing Meaning: An Introduction to Semantics and Pragmatics*		Berlin: Language Science Press.

The course was updated on 29 August 2023.