



Universidad
de Alcalá

GUÍA DOCENTE

Semántica del inglés / The Semantics of English

**Grado en *Estudios Ingleses y Lenguas
Modernas y Traducción*
Universidad de Alcalá**

Curso Académico 2018/2019
Curso 3º/4º – Cuatrimestre 1º

GUÍA DOCENTE

Nombre de la asignatura:	Semántica del inglés
Código:	251055
Titulación en la que se imparte:	Grado en Estudios Ingleses / Grado en Lenguas Modernas y Traducción
Departamento y Área de Conocimiento:	Filología Moderna / Filología Inglesa
Carácter:	Optativa
Créditos ECTS:	8
Curso:	3º y 4º
Profesorado:	Isabel de la Cruz Cabanillas
Horario de Tutoría:	Por determinar
Idioma en el que se imparte:	Inglés

1. MODULE DESCRIPTION

This course introduces students to the basic concepts, principles and theories of English Semantics, so that they can apply these notions to the description and analysis of the English language. Special attention will be given to the configuration and evolution of the English lexicon by studying the semantic processes of change. To this end, students will be introduced to the sources and tools available for the study of such processes. Likewise, the course will cover the relationships between words, both syntagmatic and paradigmatic relations. Finally, the different fundamental approaches to the study of semantics will be explored.

COURSE SUMMARY

The Semantics of English is an optional 8 ECTS course included in the first semester of the Degree in English Studies. The course introduces students to the basic concepts, principles and theories of English Semantics, so that they can apply these notions to the description and analysis of the English language. This is why the course is of interest to students who want to pursue a career as teachers, translators, interpreters or intercultural communicators, where a thorough knowledge of language is required. Special attention will be given to the configuration and evolution of the English lexicon by studying the semantic processes of change. To this end, students will be introduced to the sources and tools available for the study of such processes. Likewise, the course will cover the relationships between words, both syntagmatic and paradigmatic relations. Finally, the different fundamental approaches to the study of semantics will be explored.

Prerequisites and recommendations

Following the guidelines issued by the Department of Modern Philology, students are expected to have acquired a level C1 in the English language in all four skills at the end of their fourth year. Students in their third year will be expected to be well on their way to achieving this advanced level of English in all four communicative skills.

2. COMPETENCES

Generic competences:

1. To use web-based and other bibliographical sources to find out reliable information.
2. To present information, analysis and conclusions in a convincing manner.
3. To develop the skills of analysis, argumentation, inference and abstract thinking.
4. To develop student's own autonomy as learners.
5. To develop a scientific knowledge of English through time.

Specific competences:

At the end of the course, students should be able to:

1. Contextualize Semantics in relation to other linguistic disciplines.
2. Employ the basic concepts and terminology used in Semantics.
3. Analyse texts from a semantic point of view.
4. Apply the main semantic principles and theories.
5. Compare English and Spanish Semantics.

3. MODULE CONTENTS

Units	Weeks
Unit 1. Semantics in Linguistics 1.1. Semantics, Lexicology and Lexicography 1.2. Defining Semantics 1.3. Main concepts in Semantics	<ul style="list-style-type: none"> • 1 week
Unit 2. Origins and development of English vocabulary	<ul style="list-style-type: none"> • 2 weeks

Unit 3. Semantic change 3.1. Causes 3.2. Types 3.3. Sources for its study	<ul style="list-style-type: none"> • 4 weeks
Unit 4. Lexical variation	<ul style="list-style-type: none"> • 1 weeks
Unit 5. Paradigmatic relations 5.1. Homonymy and Polysemy 5.2. Synonymy, Antonymy, Hyponymy, Meronymy	<ul style="list-style-type: none"> • 4 weeks
Unit 6. Syntagmatic relations	<ul style="list-style-type: none"> • 2 weeks
Unit 7. Approaches to Semantics	<ul style="list-style-type: none"> • 1 week

4. TEACHING AND LEARNING METHODS

4.1. Student workload (200 hours)

Class contact hours: 50	15 lectures 30 seminars 2 workshops 1 tutorial 2-hour exam
Independent study: 150	Preparation of assignments and activities Readings Access to Blackboard

LEARNING METHODS

Lectures and Seminars	Lectures: Teacher's presentation and group discussion of theoretical issues. Seminars: Practice of written exercises and preparation of activities and essays.
Group work	Students will work in groups, especially for the preparation of their oral presentations.
Individual Work & Self-Access	Readings. Connection to Blackboard to complete assignments and activities on Semantics.

5. ASSESSMENT

Assessment criteria:

Evaluation will measure students' knowledge of the Semantics of English, as well as their ability to self-direct their studies, and their awareness of the processes involved in the changing nature of a language. Therefore, the following criteria will be taken into account:

- Ability to plan and monitor one's learning.
- Ability to present information in a clear and coherent manner.
- Understanding of the linguistic changes of English in terms of vocabulary.
- Lexical range and appropriateness of lexis used.

Assessment will be based on these criteria:

- o Class attendance (minimum 85% of the classes) and participation with coherent and valuable contributions.
- o Acquisition, understanding and application of concepts, together with originality of ideas in assigned tasks and in the essay.
- o Achievement of the generic and specific competences.

Assessment procedures:

Assessment will be continuous, so regular work, participation in class and attendance will be compulsory (a minimum of 85% is required for the face to face sessions and 100% for the workshops). The full completion of the activities online and in the lectures, seminars and workshops to a required minimum level is worth 60%. The final essay will be worth 40% of the final mark. Students should have acquired the desirable level in each of the competences specified in this syllabus.

To follow the continuous assessment all the activities should be submitted in the way they are required and in due time. Besides, this option involves regular attendance to lectures and seminars (85% is required), as well as 100% of the workshops.

For those students who have requested exemption due to special circumstances from the continuous assessment process and have been thus authorized by the Dean of the Faculty, there will be one final summative exam (100% of the mark) over the material covered in the course.

Assessment and marking procedures:

Language performance (in grammar, lexis and spelling) will be taken into account for students' final mark. Thus, a good level of English will be required and assessed along the course through the oral participation in class, in the writing of essays or papers according to the standards established by the Department of Modern Philology.

Plagiarism will not be tolerated. Those students who commit plagiarism in any of the activities mentioned above will get a fail mark in the corresponding activity. Any plagiarism found in the final version of a paper will be penalised and could result in the failure of the subject.

Those students who do not pass the course in January will have to sit for the comprehensive final exam in June.

Marking criteria

-Outstanding (MH): Students display an outstanding grasp of the aims and contents of the module. All assessment criteria have been achieved at an exceptionally high level. Performance in all the tasks shows that students have read and thought at a level well beyond what is expected in the module. Students attend lectures and are always well-prepared for discussion in seminars. They obtain outstanding results in the exams.

-Excellent (SB): Students display an excellent grasp of the aims and contents of the module. All assessment criteria have been achieved at a very high standard and an exceptionally high level. Performance in all the tasks shows all or most of the appropriate characteristics expected for this type of work. Students attend lectures and are practically always well-prepared for discussion in seminars, with almost no absences. They obtain excellent results in the exams.

-Very Good (N): Students display a very good grasp of the aims and contents of the module. All assessment criteria have been met fully and many have been achieved at a good or very good standard. Performance in all the tasks shows a good knowledge of the syllabus contents. Students attend lectures and seminars, with few absences, and have done most of the preparation for them. They have a good foundation in the prescribed readings and build on ideas put forward in lectures and seminars. They obtain very good results in the exams.

-Satisfactory (A): Students show a satisfactory grasp of the aims and contents of the module. All assessment criteria have been met, but some barely exceed the threshold standard to pass the module. Performance in all the tasks shows some of the appropriate characteristics in relation to content, illustration, organisation and expression. Students are present in lectures and seminars, with few absences, and occasionally contribute to discussions. They obtain acceptable results in the exams.

-Fail (S): Students show an unsatisfactory grasp of the aims and contents of the module. Some assessment criteria do not reach the threshold standard to pass the module. Performance in all the tasks shows limited understanding of essential

concepts and/or minimal research. Students have multiple absences and when they come, they are often not prepared or they do not say much. Their results in the exams are insufficient considering the requirements of the course.

6. BIBLIOGRAPHY

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