



AL 5315 Semantics and Pragmatics Credit Hours: 3
Spring Bimester 2009 Session 2-3 February 9 – April 3
Mahler 4 M-F 9:05 – 10:00

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Course Assistants:
NA

Description:

Semantics and Pragmatics is an introduction to the nature of meaning in language and communication. The course will investigate how language encodes meaning and how language users depend on non-linguistic clues to interpret the meaning of a communication.

Outcome Objectives:

Students should be able to

- analyze and describe the meanings of lexical items;
- select translation equivalents by comparing expressions in two languages;
- analyze and describe sentence speech act functions and meanings;
- identify and describe pragmatic effects in discourse of shared beliefs and plans, relevance, presupposition, entailment, and implicature.

After completing this course, students will be able to explain and discuss

- relationships between form and meaning at various levels of language,
- current issues in semantic theory such as reference, universals, primitives, homonymy, polysemy, ambiguity, vagueness, and categorization,
- common semantic features of basic lexical and grammatical categories;

Competencies to be Acquired:

Students will have

- analyzed the meanings of linguistic forms; and written clear definitions for lexical items;
- analyzed the informational and connotational meaning, semantic roles of clauses;
- analyzed one sample text with reference to pragmatic features of discourse.
- written a research paper on a topic in semantics or pragmatics.

Text:

Goddard, Cliff. 1998. *Semantic Analysis: a practical introduction*. Oxford Textbooks in Linguistics, Oxford: Oxford University Press.

Selected readings taken from:

Brown, G. and G. Yule. 1983.
 Cruse, D.A. 2000.
 Deibler, Ellis W. 1998.
 Goddard, Cliff ed. 2008
 Goddard, Cliff and Anna Wierzbicka, eds. 1994.
 Green, G. 1989 1st edition / 1996 2nd edition.
 Longacre, Robert E. 1983 / 1996 2nd edition.
 Louw, Johannes P. and Eugene A. Nida. 1988. Volume 1.
 Stebbins, Tonya. 2004.
 Wierzbicka, Anna. 1992.
 Wierzbicka, Anna. 1996.
 Wierzbicka, Anna. 2006.

Resources:

- Resources are available through the GIAL **library**, from the libraries of other tertiary educational facilities through interlibrary loans. The student I.D. card will allow students to check out materials from the libraries of three other tertiary educational facilities in the Dallas/Fort Worth area. You may inquire about this at the GIAL library.
- On-line assignments will be posted in the PCLAB at \\Athens\Public\Homework\Semprag

Course Outline

Date	<i>Topics</i>
Feb 9	Introduction Course overview; Communication as language and common sense
Feb 10	Intro to semantics: language differences; Polysemy
Feb 11	One meaning or many
Feb 12	Polysemy or homonymy
Feb 13	Categorization
Feb 16	Categorization exercise
Feb 17	Steps for analyzing and describing meanings of terms Semantic Domains and Contrastive Analysis
Feb 18	contrastive analysis
Feb 19	Principles of definitions
Feb 20	Principles of NSM: Semiotic; Discrete without Circularity
Feb 23	Principles of NSM: Semantic primitives; Natural language; Expressive equivalence
Feb 24	20th Century semantics
Feb 25	Defining <i>eat, drink, take</i> (English)
Feb 26	<i>Ts-</i> and <i>hə</i> (Chinese); emotions
Feb 27	Semantics of positive emotions
Mar 2	Semantics of positive emotions
Mar 3	Positive emotions in Greek
Mar 4	Prototypes in NSM
Mar 5	Semantics of Speech acts
Mar 6	Speech acts: Forgiveness

Mar 9	Speech acts: Forgiveness
Mar 10	Semantics of motion
Mar 11	Describe referents; Test and revise definitions
Mar 12	Semantics of animals or artifacts
Mar 13	Causatives
Mar 16	Exam
Mar 17	Semantics of grammar and discourse structure Formal semantics
Mar 18	Semantic features of grammatical forms: student reports on articles
Mar 19	Semantic features of grammatical forms: student reports on articles
Mar 20	Clause level: semantic roles; student reports on articles
Mar 23	Clause level: semantic roles; student reports on articles
Mar 24	Condensed Propositions and Inter-propositional Relations
Mar 25	Propositional Relations
Mar 26	Propositional Relations
Mar 27	Pragmatics of discourse integrity Introduction to Pragmatics
Mar 30	Speech acts and illocutionary force and illocutionary roles
Mar 31	Implicature, inference, presupposition, ellipsis
Apr 1	Pragmatic analysis of text
Apr 2	Discourse coherence: Topic, theme, given-new
Apr 3	Review of pragmatic analysis project

Tentative Schedule for Assignments:

DATE DUE	READING ASSIGNMENT	ACTIVITY ASSIGNMENT
Feb 10	Goddard Ch 1	
Feb 11		APolysemy
Feb 12	Cruse, D.A.2000. <i>Meaning in language</i> . Ch. 6 Stebbins, Tonya. 2004. (See also http://IJL.oxfordjournals.org/content/vol17/issue1/index.dtl)	
Feb 13		Aexercises 3,4 in text, p. 23 (80 points). In addition to the instructions in the text, give at least one reason in each case that you conclude in favor of homonymy. Sentence 4c “We all got stuck into the punch” means ‘we all continued drinking the punch.’
Feb 16	J. P. Louw, Eugene Nida, R. B. Smith, & K. Munson. 1988. Greek-English Lexicon of the N.T. Introduction to vol I p.vi-xxv. (You only need describe the five principles of analysis and classification.)	
Feb 17	Goddard Ch 2	
Feb 18		ASemantic Domains part 1
Feb 19	Goddard Ch 3	ASemantic Domains parts 2 & 3
Feb 20	Goddard and Wierzbicka. 1994 P7-14 Wierzbicka 1996:3-25	Identify one to three possible topics for your research paper and do additional reading to narrow your choices.
Feb 23	Goddard 2008: 59-79 (also search for the title at //books.google.com)	

Feb 24	Jackendoff (1985) skim by reading Preface, and pp. 3-4; 11-12; 23-25; 109-112; 161-166.	
Feb 25	Goddard Ch 5	
Feb 26	Goddard Ch 4 (Begin Wierz. 1992, pp 141-152. Due Mar 2)	AEatDrink
DATE DUE	READING ASSIGNMENT	ACTIVITY ASSIGNMENT
Feb 27		
Mar 2	Wierzbicka. 1992 Ch. 4	
Mar 3	Wierzbicka 2006:141-152 (also search for the title at //books.google.com)	
Mar 4		AMaskelyne Emotions
Mar 5	Goddard Ch 6	
Mar 6	Goddard Ch 7	ASpacts step 3
Mar 9		
Mar 10	Goddard Ch 8	
Mar 11		ASpeech Acts parts 5-7; AMotion
Mar 12	Goddard Ch 9	
Mar 13	Goddard Ch 10	
Mar 16		EXAM
Mar 17		
Mar 18		Reports; Inform professor of your research topic
Mar 19	Goddard Ch 11	Reports
Mar 20	Longacre. 1983. The Grammar of Discourse. Ch. 4 Cases or Roles or Longacre. 1996. The Grammar of Discourse. 2 nd edition Ch.. 6	Reports
Mar 23		Reports
Mar 24	Goddard ch 12 (pages 336-347)	
Mar 25	Deibler, Ellis W. 1998. A Semantic and Structural Analysis of Romans. SIL Introduction, pages 9-13 Display and discussion for Romans 5:6-11, pages 124-126.	
Mar 26		ApropPhil. 1.1
Mar 27	Green, Georgia. 1996. Pragmatics and natural language understanding. Hillsdale, N.J.: Lawrence Erlbaum Associates Publishers; chapters 1-3	ApropPhil. 1.2
Mar 30	* Brown, G. and G. Yule. 1983. Discourse analysis. N.Y.,N.Y.: Cambridge University Press. pp.27-67 OR Green, Georgia. 1989 or 1996. Pragmatics and natural language understanding. Hillsdale, N.J.: Lawrence Erlbaum Associates Publishers. Chapter 5	
Mar 31		APragAnal John 4 (due Apr 3)

Apr 1		
Apr 2	Brown, G. and G. Yule. 1983. Discourse analysis. N.Y.,N.Y.: Cambridge University Press. pp.68-94 and 169-182	
Apr 3		ApragAnalText ; Research paper

Methods of Instruction :

Methods of instruction will include classroom lecture, group projects, in-class applications of steps of analysis and description, one oral report, and in-class consulting on the final project.

Methods to be Used to Assess Outcomes:

Course Requirements:

Course requirements will include reading of the text and supplementary reading,

Class attendance is expected. In case of excused absences the instructor will try to help the student make up the work missed. In the case of unexcused absences it is the student's responsibility to get early, if possible, assignments or alternative exams, if available, and have assignments turned in on time. In the case of **five** or more unexcused absences the instructor will not provide assignments or alternative exams to the student early or by any means other than for students who are present in the classroom when the assignment or exam is given.

Requirements Used in Credit Assessment:

Readings. Reading reports will account for 10% of the course grade.

A short paragraph reporting the main point of the reading is due for each reading assignment.

Indicate the time you spent reading the assignment.

Assignments and projects. Overnight assignments and projects, assignments requiring more than one day's work, will account for 50% of the course grade. Assignments will be worth between 30 and 200 points depending upon how extensive each assignment is. Indicate the time you spent on the assignment.

Research paper. (20% of the grade)

The research paper may be the result of either a library research project or original research. The assignment should represent from 15 to 20 hours of work resulting in a printed paper of 10 to 20 pages double spaced. In **either case** the student will be expected to refer to and evaluate the research of other authors and to build on that research in a clear presentation of his/her own developed ideas.

In the case of a library research project the student should identify a significant issue in semantics or pragmatics and summarize primary historical positions and research current discussion from recent journals, and internet sources, and, optionally, theses. The paper should evaluate the strengths and weaknesses of at least one current position in contrast to foundational discussions of the topic and then give your own understanding that resulted from a synthesis of your own ideas with what was learned from the works you consulted. Depending on the topic the discussion should attempt to apply the conclusions to an aspect of language related fieldwork, such as preparing language learning lessons, preparing definitions for a dictionary, conducting and analyzing survey materials, or justifying a particular approach to exegesis or translation. Examples of possible topics for library research include any of the issues raised by Goddard (1998) in the first three chapters of the book;

topics in pragmatics from Green (1989) include sense and reference, presupposition, illocutionary force, and implicature.

In the case of a project of original research, the report should incorporate a research question, the data collection methods used, an analysis of the data, variables and hypotheses, if applicable, conclusions, and any areas for further research there may be. Examples of possible topics include a critical analysis of the meanings of a small set of positive emotion terms in English, one of the biblical languages or the mother tongue of the student. Alternatively one could study a published exegesis of a biblical passage which the student would critically evaluate using principles of semantics and pragmatics. Other research topics must be pre-approved by the professor.

Students are referred to the *MLA handbook for writers of research papers* as the guide for this assignment. Criteria for grading of the research paper are:

- Significance of the topic (5%)
- The importance of the sources consulted (5%)
- Quality of the evaluative assessment of the sources (30%)
- Cogent discussion of the topic including application (40%)
- Organization of the paper (10%)
- Bibliographic citations (5%)
- Mechanical features of formatting, spelling, and grammar. (5%)

Examinations. One examination will account for 20% of the course grade.

Grading scale

A+ 98; A 92; A- 90; B+ 88; B 82; B- 80; C+ 78; C 72; C- 70

Late Assignments and make-up exam policies

Late assignments will receive a lower grade by 5% per day to a maximum of 50% reduction in grade. After the fourth late assignment received from any one student, the penalty will double for additional late assignments from that student. No assignments will be accepted after the last class period. Late penalties may be waived in cases of emergency.

Make-up examinations will be allowed, without penalty, for excused emergencies only.

Bibliography:

- Beekman, John. 1968. "Eliciting vocabulary meaning and collocations", In: *Notes on Translation* V. 29 p. 1-11.
- Brown, Gillian and George Yule. 1983. *Discourse Analysis*. Cambridge University Press. Cambridge.
- Bruce, L.P. 1998. "The semantics of reconciliation in three languages," *Notes on Linguistics* 83. Dallas: Summer Institute of Linguistics. p.9-34.
- _____. 2003a. "Discourse Theme and The Narratives of Daniel," *Bibliotheca Sacra* Vol. 160 No. 638, p. 174-186. Dallas: Dallas Theological Seminary.
- _____. 2003b. "The language of love in Melanesia: A study of positive emotions," In: *Meanings in Contrast: The Cambridge Papers*, Volume 2, edited by K. M. Jaszczolt and K. Turner. Pragmatics & Beyond series Amsterdam: John Benjamins Publishing Company, p. 291-330.
- Callow, Kathleen. 1998. *Man and Message*. Lanham, Md: University Press of America.
- Cruse, D. Alan. 2000. *Meaning in language*, Oxford: Oxford University Press.
- Denton, Michael. 1986. *Evolution: a theory in crisis*. Bethesda, MD: Adler & Adler. **[micro-biological classification]**
- Fillmore, C. J. (1982b) 'Frame semantics', in Linguistic Society of Korea (ed.), *Linguistics in the Morning Calm*, pp. 111-138. Seoul: Hanshin.
- Frawley, William. 1992. *Linguistic semantics*. Hillsdale, NJ: Lawrence Erlbaum. **[core]**
- Goddard, Cliff. 1998. *Semantic Analysis*. Oxford Textbooks in Linguistics, Oxford: Oxford University Press. **[formal, semantic primitives, core]**
- Goddard, Cliff, ed. 2008. *Cross-linguistic semantics*. Amsterdam: John Benjamins.
- Goddard, Cliff and Anna Wierzbicka, eds. 1994. *Semantic and lexical universals: theory and empirical findings*. Amsterdam: John Benjamins Pub. Co.
- Goddard, Cliff, and Anna Wierzbicka. 2002. *Meaning and Universal Grammar: theory and empirical findings*, Vol. I & II. Amsterdam: John Benjamins Publishing Company. **[formal, semantic primitives]**
- Gómez-González, María Ángeles. 2001. *The theme-topic interface*. Amsterdam: John Benjamins Publishing Company.
- Green, Georgia. 1996. *Pragmatics and natural language understanding*. L. Erlbaum Assoc.
- Jackendoff, R. 1983. *Semantics and Cognition*, Cambridge, Mass.: MIT Press. **[formal, prototype semantics]**
- Jackendoff, R. 1990. *Semantic Structures*. Cambridge: The MIT Press. **[formal, prototype semantics]**
- Lakoff, George. 1987. *Women, Fire, and Dangerous Things: What Categories Reveal About the Mind*. Chicago: Chicago University Press. **[cognitive semantics]**
- Larson, Mildred L. 1984. *Meaning-based translation: A guide to cross-language equivalence*. Lanham, Maryland: University Press of America.
- Lehrer, A. J. 1974. *Semantic Fields and Lexical Structure*. Amsterdam: North Holland
- Levinson, S. C. 1983. *Pragmatics*, Cambridge: Cambridge University Press.
- Longacre, Robert E. 1983. *The grammar of discourse*. New York: Plenum.
- Longacre, Robert E. 1996. *The grammar of discourse*. 2nd edition. New York: Plenum.
- Longman Language Activator*. 1993. Della Summers, ed. Director. Essex: Longman Group UK Ltd.
- Louw, Johannes P. and Eugene A. Nida. 1988. *Greek-English Lexicon of the New Testament based on Semantic Domains*, Volume 1. N.Y.: United Bible Societies.
- Lyons, John. 1977. *Semantics*, vol. 1 & 2. Cambridge: Cambridge University Press.
- Nirenburg, Sergei and Victor Raskin. ms. *Ontological semantics*.
- Oxford learner's word finder dictionary*. 1997. Hugh Trappes-Lomax ed. Oxford: Oxford University Press.
- Ravin, Yael and Claudia Leacock. 2000. *Polysemy: theoretical and computational approaches* Oxford: Oxford University Press.
- Rosch, Eleanor. 1978. "Principles of categorization," In: *Cognition and categorization*, E. Rosch and B.B. Lloyd, eds. Hillsdale, NJ: Lawrence Erlbaum Associates. p.27-48. **[categorization]**
- Smith, Edward, and D. L. Medin. 1981. *Categories and Concepts*. Cambridge, Mass.: Harvard University Press.
- Sperber, D. and D. Wilson. 1986. *Relevance: Communication and Cognition*, Oxford: Blackwell. **[Relevance]**
- Stebbins, Tonya. 2004. "Polysemy, Homonymy, and sense Modulation in Sm'algyax," *International Journal of Lexicography*, Vol. 17 No. 1, p.1-32.
- Verschueren, J. 1985. *What People Say They Do with Words*, Norwood, NJ: Ablex.
- Wierzbicka, Anna. 1985. *Lexicography and Conceptual Analysis*. Ann Arbor, MI: Karoma Publishers **[semantic primitives]**

- Wierzbicka, Anna. 1991. *Cross-cultural pragmatics: the semantics of human interaction*. Trends in linguistics studies and monograph 53. Berlin: Mouton de Gruyter
- Wierzbicka, Anna. 1992. *Semantics, Culture, and Cognition: universal human concepts in culture-specific configurations*. New York: Oxford University Press. **[formal, semantic primitives], [core]**
- Wierzbicka, Anna. 1996. *Semantics: Primes and universals*. Oxford: Oxford University Press. **[core]**
- Wierzbicka, Anna. 1999. *Emotions across languages and cultures: diversity and universals*. Cambridge: Cambridge University Press.
- Wierzbicka, Anna. 2006. *English: meaning and culture*. Oxford: Oxford University Press.
- Yamamoto, Mutsumi. 1999. *Animacy and Reference*. Amsterdam: John Benjamins Publishing Company.

Drop / add.

A student who wishes to change a schedule by either dropping or adding this course must first obtain a Drop / Add from the school office and follow the instructions on the form. A student normally may not add the course after the third day or the sixth lecture hour of the course. Before the eighth day of class in a four-week session, a student may receive a 'WP' if receiving a grade of A, B, or C at the time of withdrawal. Otherwise -- a grade below 'C' -- a student will receive a 'WF'.

Undergraduate students and auditors.

Undergraduate students and auditors are expected to complete all of the above requirements. Undergraduates will have the option of dropping one reading assignment grade and one exercise or project grade from consideration in the calculation of their course grade.

Financial Aid:

"Students receiving financial aid who withdraw or add hours during the bimester may have their financial aid adjusted because of the withdrawal or addition. This change in schedule may affect the aid a student receives during the current bimester, and might affect their eligibility for aid in the future."

Disabilities:

"Once admitted to this course, a student who has provided documentation of disability to the Dean of Students has the responsibility of informing the course head in writing during the first week of class of any disabling condition that may require modifications to avoid discrimination."

Grievance, Discipline, and Appeals Procedure:

"Faculty members commit themselves to abide by GIAL's Grievance and Discipline and Appeal procedures as stated in the *Student Handbook* and the *Catalog*."

Posting of Course Grades:

"Each faculty member may, at their discretion, post or otherwise distribute to the students course grades for each class in a manner that protects the privacy of each student's grade. Final course grades provided to a student by a faculty member are not official. Official grade reports are available only through the Registrar's Office."