Module/Course Title: SEMANTICS PRAGMATICS					
Module/ course code MIL810023	**Student workload** 8.5 hours per week	**Credits (ECTS)** 2 CU x 1.5 = 4.7 hours/week	**Semester** 2nd	**Frequency** 2CU x16 = 32	**Duration** 16 meetings

1	**Types of courses** Compulsory Linguistics Course	**Contact hours** 2CU x 50 minutes = 100 = 1.7 hours per week	**Independent study** 2CU x 120 minutes = 240 minutes = 4 hours	**Class size** students
2	**Prerequisites for participation (if applicable)** --			
3	**Learning outcomes (PLO + CLO)** **Course Description** a. The course introduces some basic approaches to the study of meaning in llinguistics and related fields. The primary focus will be on word meaning (lexical semantics), but the course will also observe approaches to sentence meaning, cognitive semantics, and focus on the lexicon. **b.** Pragmatics is the branch of llinguistics that studies how people communicate and understand each other. This course introduces students to the study of contextualized meaning in linguistics and attempt to answer the question: how do we create meaning from the utterances we make. **Program Learning Outcomes:** **A1**. Graduates are able to apply linguistic professional ethics **Course Learning Outcomes**: On completion of this course, the students will be able to: **1.** have knowledge on the basic concepts to the study of semantics and pragmatics; 2. have knowledge on the variety of meanings which words and utterances might encode; **3.** apply the knowledge and skills to analyze texts from the perspective of semantics and pragmatics; **4.** apply the knowledge on semantics and pragmatics to conduct research on those linguistic fields..			
4	**Subject aims/Content** **Meeting 1: Course Overview**			

Students understand the outline of the course. They know the objectives of the course, teaching materials, teaching activities, and evaluation.

Meeting 2: Linguistic Classification
Students are able to:
  a. Explain the classification of linguistics;
  b. Explain the position of semantics in linguistics.

Meeting 3: Meaning and Definition
Students are able to:
  a. Explain the relation between meaning and dictionary;
  b. Explain the units of meaning;
  c. Explain the ways of defining meanings.

Meeting 4: Meaning and External Context
Students are able to:
  a. Explain the function of contexts in meanings;
  b. Distinguish between sense and reference;

Meeting 5: Analyzing and Distinguishing Meanings
Students are able to:
  a. Explain the differences and similarities between antonymy, meronymy, hyponymy, taxonomy, and synonymy;
  b. Explain the differences and similarities between polysemy, monosemy, and homonymy.

Meeting 6: Logic and Meaning
Students are able to:
  a. Explain about entailment, presupposition, and contradictories;
  b. Explain the relation between logic and language.

Meeting 7: Meaning and Cognition
Students are able to:
  a. Explain about metaphors
  b. Explain the relation between logic and metaphors.

Meeting 8: Mid-term Test

Meeting 9: Deixis
Students are able to:
  a. Explain the concepts and the types of deixis;
  b. Analyze texts from the perspectives of deixis.

Meeting 10-11: Implicatures
Students are able to:
  a. Explain the cooperative principles theory;
  b. Reveal the hidden meaning of implicatures by using the theory.

Meeting 12-13: Speech Acts
Students are able to:

	a. Explain the theory of speech act;
	     b. Explain the classification of speech acts;
	     c. Analyze texts from the perspective of speech act.
	Meeting 14-15: Politeness
	Students are able to:
	     a. Explain the theory of politeness;
	     b. Explain the relation between Face, FTAs, and politeness strategies;
	     c. Analyze texts from the perspective of politeness.
	
	Meeting 16: Final Test
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5	**Teaching methods** Lectures, class discussions, group presentation, individual presentation.

6	**Assessment methods**
	1. Class Participation
	To maximize the learning opportunities in this course, students are not only required to be present for all class sessions, having completed all necessary tasks but they are also expected to interact with peers and the topics as directed in class discussions and activities.
	
	2. Group Presentation
	Students are assigned to read one chapter related to a certain topic on semantics collaboratively summarize it, and collaboratively present it in class discussions. The quality of the summary and their presentation will be the points of the assessment.
	
	   3. Individual Presentation
	Students are individually assigned to read one chapter related to a certain topic on pragmatics and present it in class discussions. The quality of the summary and their presentation will be the points of the assessment
	   4. Final Project
	Final project is an essay containing either semantic or pragmatic issues or the combination of both issues that they have to hand in at the end of the semester.
	
	Assessment Summary:<table><tr><th>Assessment Task</th><th>Task Type</th><th>Due</th><th>Weighting</th></tr><tr><td>Attendance and participation</td><td>Formative</td><td>Through the semester</td><td>10%</td></tr><tr><td>Summary of the Reading Activity</td><td>Formative</td><td>Week 4-8</td><td>10%</td></tr><tr><td>Group Presentation</td><td>Formative</td><td>Week 4-8</td><td>25%</td></tr><tr><td>Individual Presentation</td><td>Formative</td><td>Week 9-15</td><td>25%</td></tr><tr><td>Individual Project</td><td>Formative</td><td>Week 16</td><td>30%</td></tr><tr><td colspan="3" align="center">TOTAL</td><td>100%</td></tr></table>
	Note that attendance at lectures is compulsory.

7	**This module/course is used in the following study programme/s as well** Not Applicable

8	**Module Coordinator**
	Nurul Chojimah
9	**Resources**
	(1) Croft, William., Cruse, D. Alan. 2004. *Cognitive Linguistics.* Cambridge. Cambridge University Press.
	(2) Dancygier, Barbara., Sweetser, Eve. 2014. *Figurative Language.* Cambridge. Cambridge University Press.
	(3) Grundy, Peter. 2008. *Doing Pragmatics.* London. Routledge.
	(4) Mey. Jacob, L. 2001. *Pragmatics: An Introduction* 2nd. Oxford: Blackwell,
	(5) Riemer, Nick. 2010. *Introducing Semantics*. Cambridge. Cambridge University Press