ENG 2820 PRAGMATICS AND SEMANTICS
Term 1, 2022-23
Dr. Michelle Huang

Course Description

This course is an introduction to the study of how language is used to communicate meanings. The earlier part of the course will deal with semantics, under two broad headings: lexical semantics (word meanings) and grammatical semantics (sentence meanings). Major topics in this part will include compositionality, semantic fields, prototype theory, and thematic roles. The second part of the course will deal with pragmatics, that is, how language communicates meanings in context. Major topics in this part will include speech acts, conversational implicatures, and politeness. The course will also look at idiomatic meanings and metaphor as ways of extending the semantic resources of language.

Course assessment:
The general framework for the course evaluation is as follows:

Tutorial participation:	20%
Mid-term examination	30%
Project report	50%

Reading List

Main coursebook:
Cruse, A. *Meaning in Language: An Introduction to Semantics and Pragmatics*. 2nd edition. Oxford.

Supplementary coursebooks:
Aitchison, J. *Words in the Mind*. 3rd edition. Blackwell. (especially chapters 4-12)

Leech, G. *Semantics*. Pelican.

Palmer, F. R. *Semantics*. 2nd edition. Cambridge.

A good dictionary (monolingual, English-English) will be useful, as will a copy of Roget's *Thesaurus*.

Additional Reading:

Aarts, B. *English Syntax and Argumentation*. 2nd edition. Palgrave Macmillaan.
Austin, J. L. *How to do things with words*. Oxford.
Ayer, A. J. *Language, Truth and Logic*. Pelican.
Blakemore, D. *Understanding Utterances: An Introduction to Pragmatics*. Oxford.
Carstairs-McCarthy, A. *An Introduction to English Morphology*. Edinburgh.
Carter, R. *Vocabulary*. Routledge. (especially chapter 2)
Clark, H. H. *Using Language*. Cambridge.
Glucksberg, S. *Understanding Figurative Language: From metaphors to idioms*. Oxford.

Griffiths, P. *An Introduction to English Semantics and Pragmatics*. Edinburgh.
Hurford, J. R., B. Heasley, and M. B. Smith. *Semantics: A Coursebook.* 2nd edn. Cambridge.
Katz, J. J. *Semantic Theory*. Harper & Row.
Lakoff, G. *Women, fire and dangerous things*. Chicago.
*Lakoff, G. and M. Johnson. *Metaphors we live by*. Chicago.
*Leech, G. *Principles of Pragmatics*. Longman.
Levin, S. R. *The Semantics of Metaphor*. Johns Hopkins.
*Lyons, J. *Semantics*. 2 vols. Cambridge. (especially volume 1)
Ogden, C. K. and I. A. Richards, *The Meaning of Meaning*. Harcourt Brace.
Searle, J. R. *Speech Acts: An essay in the philosophy of language*. Cambridge.
*Taylor, J. R. *Linguistic Categorization: Prototypes in linguistic theory*. Oxford.

Department of English
Grade A / Excellent: Outstanding performance on <u>ALL</u> learning outcomes.
Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would surpass the normal expectations at this level and typical of standards that may be common at higher levels of study. The 'A' grade should be reserved for truly excellent work that exceeds the level expected for the majority of students and are expected to be achieved only by a small minority

Grade A- / Very Good: Generally outstanding performance on <u>ALMOST ALL</u> learning outcomes.
Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would fully fulfill the normal expectations at this level and occasionally reaches standards that may be common at higher levels of study.

Grade B+ / Good (Plus): <u>HIGH</u> performance on all learning outcomes, OR <u>HIGH</u> performance on some learning outcomes which compensates <u>WELL</u> for slightly less satisfactory performance on others, resulting in overall substantial performance.
Demonstrates the ability to apply <u>WELL</u> the principles or skills learned in the course in a comprehensive manner that would sufficiently fulfill the normal expectations at this level <u>WELL</u>.

Grade B / Good: <u>SUBSTANTIAL</u> performance on all learning outcomes, OR <u>SUBSTANTIAL</u> performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance.
Demonstrates the ability to apply the principles or skills learned in the course in a <u>MORE COMPREHENSIVE</u> manner that would sufficiently fulfill the normal expectations at this level.

Grade B- / Good (Minus): <u>GOOD</u> performance on all learning outcomes, OR <u>GOOD</u> performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance.
Demonstrates the ability to apply the principles or skills learned in the course in a <u>COMPREHENSIVE</u> manner that would sufficiently fulfill the normal expectations at this level.

Grade C+ / Fair (Plus): <u>VERY SATISFACTORY</u> performance on the majority of learning outcomes.
Demonstrates the ability to apply the principles or skills learned in the course in a <u>SOMEWHAT SUSTAINED</u> manner that would meet the basic requirement at this level.

Grade C / Fair: <u>SATISFACTORY</u> performance on the majority of learning outcomes.

Demonstrates the ability to partially apply the principles or skills learned in the course in a manner that would meet the basic requirement at this level.

Grade C- / Fair (Minus): <u>SOMEWHAT SATISFACTORY</u> performance on <u>A NUMBER OF</u> learning outcomes.
Demonstrates the ability to <u>SOMEWHAT</u> apply the principles or skills learned in the course in a manner that would meet the <u>BARE</u> basic requirement at this level.

Grade D+ / Pass (Plus): <u>BARELY SATISFACTORY</u> performance on <u>A FEW</u> learning outcomes.
Addresses the course inadequately by meeting the basic requirement at this level only in some areas while responding minimally with possibly tangential content in others.

Grade D / Pass: <u>ALMOST BARELY</u> satisfactory performance on <u>VERY FEW</u> learning outcomes.
Addresses the course inadequately by meeting the basic requirement at this level only in <u>very few</u> areas while responding <u>very</u> minimally with possibly tangential content in others.

Grade F / Failure: Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.
Fails to address the course and likely does not understand what the course requires. In other words, the work completely misses the point.