



1. GENERAL INFORMATION			
1.1. Study programme (undergraduate, graduate, integrated)	MA	1.6. Type of instruction (number of hours L + S + E + e-learning)	30L + 30E
1.2. Year of the study programme	4	1.7. Expected enrolment in the course	30
1.3. Name of the course	Semantics	1.8. Course teacher	Joško Žanić, assistant professor
1.4. Credits (ECTS)	7	1.9. Associate teachers	
1.5. Status of the course	required	1.10. Language	Croatian, individual teaching in English if necessary
2. COURSE DESCRIPTION			
1.1. Course objectives	The objective of the course is to introduce students to the issues in semantics as a linguistic, but also a philosophical and psychological discipline, which studies linguistic meaning, to enable them to perform various forms of semantic analysis and do independent research. The greatest amount of attention will be awarded to the two most influential contemporary approaches in semantics, to their contrasting and evaluation: formal (denotational) semantics and cognitive and conceptual semantics. Structural semantics and classical and contemporary pragmatics will also be addressed.		
1.2. Course enrolment requirements and entry competences required for the course	none		
1.3. Learning outcomes at the level of the programme to which the course contributes	The students will be able to: <ul style="list-style-type: none"> - enumerate and define the key concepts in semantics - apply those concepts in the analysis of language at the semantic level - do independent research into topics of special interest - critically discuss theoretical positions, modi of analysis and specific hypotheses about semantic structure 		
1.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students will be able to: <ul style="list-style-type: none"> - explain the differences amongst the leading theories of reference - translate sentences from natural language into formal language - interpret the logical symbolism - explain the main features of the structuralist approach to meaning - explain the nature of domains/frames and the prototype model of categorization - differentiate amongst types of construal 		

	<ul style="list-style-type: none"> - explain the mechanism of conceptual metaphor - analyse ambiguities by way of mental spaces - explain the main tenets of conceptual semantics - analyze pragmatic phenomena (speech acts, implicature, pragmatic enrichment) 																																			
<p>Course content broken down in detail by weekly class schedule (syllabus)</p>	<ol style="list-style-type: none"> 1. Introduction 2. Formal Semantics I: denotation, names, and definite descriptions 3. Formal Semantics II: translation into the formal language 4. Formal Semantics III: model theory 5. Formal Semantics IV: intensionality 6. Structural Semantics 7. colloquium 8. Cognitive Semantics I: frames/domains, categorization 9. Cognitive Semantics II: construal 10. Cognitive Semantics III: metaphor 11. Cognitive Semantics IV: mental spaces 12. Conceptual Semantics 13. Classical pragmatic theories 14. The new pragmatics 15. colloquium 																																			
<p>1.5. Format of instruction:</p>	<p>X lectures <input type="checkbox"/> seminars and workshops X exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work</p>	<p>X independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)</p>	1.6. Comments:																																	
<p>1.7. Student responsibilities</p>	<p>Attending classes, participation in class discussion and exercises, required reading, homework assignments, two written colloquia or a final written exam, oral exam</p>																																			
<p>1.8. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Class attendance</td> <td style="width: 10%; text-align: center;">2</td> <td style="width: 30%;">Practical training</td> <td style="width: 10%;"></td> <td style="width: 10%;">Tests</td> <td style="width: 10%;"></td> </tr> <tr> <td>Prepaartions for classes</td> <td style="text-align: center;">1,5</td> <td>Report</td> <td></td> <td>Written exam</td> <td style="text-align: center;">1,5</td> </tr> <tr> <td>Homework</td> <td style="text-align: center;">0,5</td> <td>Seminar essay</td> <td></td> <td>Oral exam</td> <td style="text-align: center;">1,5</td> </tr> <tr> <td>Research</td> <td></td> <td>Essay</td> <td></td> <td>(Other)</td> <td></td> </tr> <tr> <td>Experimental work</td> <td></td> <td>Project</td> <td></td> <td>(Other)</td> <td></td> </tr> </table>	Class attendance	2	Practical training		Tests		Prepaartions for classes	1,5	Report		Written exam	1,5	Homework	0,5	Seminar essay		Oral exam	1,5	Research		Essay		(Other)		Experimental work		Project		(Other)						
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Research		Essay		(Other)																																
Experimental work		Project		(Other)																																
<p>2.10. Grading and evaluating student work in class and at the final exam</p>	<p>50% two colloquia or final written exam 25% oral exam 25% participation in class activites, homework</p>																																			

	Title	Number of copies in the library	Availability via other media
2.11. Required literature (available in the library and via other media)	Devitt, M. and K. Sterelny (2002): <i>Jezik i stvarnost [Language and Reality]</i> . Zagreb: KruZak.	5	
	Saeed, J. I. (2003): <i>Semantics</i> (2 nd edition). Oxford: Blackwell.	1	yes
	Croft, W. and D. A. Cruse (2004): <i>Cognitive Linguistics</i> . Cambridge: Cambridge University Press.	1	yes
	Geeraerts, D. (2010): <i>Theories of Lexical Semantics</i> . Oxford: Oxford University Press.	0	yes
	Recanati, F. (2004): <i>Literal Meaning</i> . Cambridge: Cambridge University Press.	0	yes
	Jackendoff, R. (2010): "Conceptual Semantics", http://ase.tufts.edu/cogstud/incbios/RayJackendoff/recentpapers.htm , and in: Maienborn, C. et al. (ed.) (2011): <i>Semantics</i> . Berlin: de Gruyter.	0	yes
2.12. Optional literature (at the time of submission of study programme proposal)	<ul style="list-style-type: none"> - Lycan, W. G. (2011): <i>Filozofija jezika [Philosophy of Language]</i>. Zagreb: Hrvatski studiji. - Chierchia, G. i S. McConnell-Ginet (2000): <i>Meaning and Grammar</i> (2nd edition). Cambridge, MA: MIT Press. - Larson, R. and G. Segal (1995): <i>Knowledge of Meaning</i>. Cambridge, MA: MIT Press. - Frege, G.: "O smislu i značenju" ["On Sense and Reference"], u: Frege, G. (1995): <i>Osnove aritmetike i drugi spisi</i>, prir. F. Grgić i M. Hudoletnjak-Grgić. Zagreb: KruZak. - Russell, B.: "On Denoting", in: Russell, B. (1956): <i>Logic and Knowledge</i>, ed. by R. Ch. Marsh. London: George Allen &Unwin Ltd. - Kripke, S. (1997): <i>Imenovanje i nužnost [Naming and Necessity]</i>. Zagreb: Kruzak. - Putnam, H.: "The meaning of 'meaning'", in: Putnam, H. (1997): <i>Mind, Language and Reality</i> (Philosophical Papers, vol. 2). Cambridge: Cambridge University Press. - Davidson, D. 2000: <i>Istraživanja o istini i interpretaciji [Inquiries into Truth and Interpretation]</i>. Zagreb: Demetra. - Lewis, D.: "General Semantics", in: Davis, S. i B. S. Gillon (eds.) (2004): <i>Semantics</i>. Oxford: Oxford University Press. - Glovacki-Bernardi, Z. et al. (ed.) (2001): <i>Uvod u lingvistiku</i>. Zagreb: Školska knjiga. - Saussure, F. de (2000): <i>Tečaj opće lingvistike [Cours de linguistique générale]</i>. Zagreb: ArTresor. - Greimas, A. J. (1966): <i>Sémantique structurale</i>. Paris: Presses Universitaires de France. - Lakoff, G. and M. Johnson (1980): <i>Metaphors We Live By</i>. Chicago: The University of Chicago Press. - Lakoff, G. (1987): <i>Women, Fire, and Dangerous Things</i>. Chicago: The University of Chicago Press. - Fauconnier, G. (1985): <i>Mental Spaces</i>. Cambridge: Cambridge University Press. - Jackendoff, R. (1983): <i>Semantics and Cognition</i>. Cambridge, MA: MIT Press. - Wittgenstein, L. (1998): <i>Filozofijska istraživanja [Philosophical Investigations]</i>. Zagreb: Globus. - Austin, J. L. (1962): <i>How to Do Things with Words</i>, ed. by J. O. Urmson i M. Sbisà. Cambridge, MA: Harvard University Press. - Searle, J. R. (1969): <i>Speech Acts</i>. Cambridge: Cambridge University Press. - Grice, H. P.: "Logika i razgovor" ["Language and Conversation"] in: Mišević, N. i M. Potrč (eds.) (1987): <i>Kontekst i značenje</i>. Rijeka: Izdavački centar Rijeka - Sperber, D. and D. Wilson 1995: <i>Relevance</i> (2nd edition). Malden, MA: Blackwell 		

	- Žanić, J. (2011): <i>Značenje, stvarnost i konceptualna struktura</i> . Zagreb: KruZak.
2.13. Quality assurance methods that ensure the acquisition of exit competences	Teacher evaluation by students. A database on class attendance, tasks completed and student activity, analysis of exam results.
2.14. Examples of test questions and assignments, and the learning outcomes that are thereby assessed	<p>What are principled basis and unwanted ambiguity that the description theory of reference for names faces? (outcome: ability to explain the differences amongst the leading theories of reference)</p> <p>Translate the following sentences into the symbolism of first-order predicate logic: "All students are diligent", etc. (outcome: ability to translate natural language sentences into logical symbolism)</p> <p>Which conceptual metaphor is involved in these examples: "It's difficult to put my ideas into words.", "I gave you that idea.", "It's not easy to get that message across."? Explain how conceptual metaphors work. (outcome: ability to identify and analyze conceptual metaphors)</p> <p>Represent the two possible interpretations of the following sentence via mental spaces: "In the picture, the girl with blue eyes has green eyes." (outcome: ability to employ mental spaces in the analysis of ambiguity)</p> <p>Explain the mechanism behind conversational implicature. (outcome: ability to analyze pragmatic phenomena)</p>