

Course Specification of Semantic and pragmatic analysis

	I. Course Identification and General Information:								
1	Course Title:	Semantic an	Semantic and pragmatic analysis						
2	Course Number & Code:	LNG 5112							
		C.H Total							
3	Credit hours:	Theoretical	Practical	Training	Seminar				
		3				3			
4	Study level/ semester at which this course is offered:	Semester One							
5	Pre –requisite (if any):	none							
6	Co –requisite (if any):	Phonetic and Morphosyntae		analysis an	d				
7	Program (s) in which the course is offered:	MA in Linguistics							
8	Language of teaching the course:	English							
9	Location of teaching the course:	Department of English, Faculty of Languages							
10	Prepared by:	أ.د/ عبدالسلام محمد غالب الغرافي Dr. Abdusalam M. Gh. Al-Ghrafy (Prof. of Ling.)							
11	Date of approval:			5 (-		<u>0'</u> /			

II. Course description:

This course offers an introduction to the basic concepts and methods in the analysis of natural language meaning through a survey of major current approaches and their findings: structuralist, referential and cognitive semantics, and radical pragmatics. This will help graduate students conduct research studies



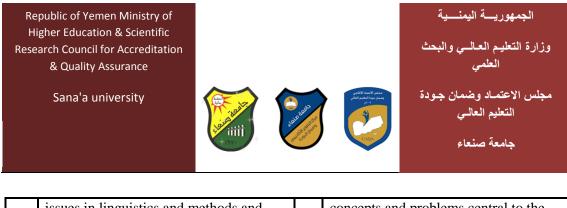
and linguistic semantic and pragmatic analysis in both English and Arabic.

I. Intended learning outcomes (ILOs) of the course:

After completing this course, students will be able to:

- 1. Demonstrate an overview of basic concepts and problems central to the study of semantics and pragmatics within current linguistic theories;
- 2. Show awareness of the nature and scope of semantics and pragmatics and their place within linguistics;
- 3. Bridge the gap between linguistics and practical language courses, by developing their abilities in linguistic analysis of various types of register;
- 4. Identify key texts in the areas of semantics and pragmatics and be able to read difficult and complex academic literature related to the field;
- 5. Review and present current research in the field of semantics and pragmatics;
- 6. Examine theories of word, sentence and utterance meaning and assess their advantages and disadvantages; and
- 7. Analyze and interpret data in light of diverse theoretical approaches and formalisms; and
- 8. Work in a team to plan and prepare a research project related to the course content and finish it in a specific and limited time.

	III. Intended learning outcomes (ILOs) of the course:			
(A)	Knowledge and Understanding	:		
A	Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Knowledge and Understanding.			
(Sub-PILOs) in: Knowledge and (CILOs) in:			Course Intended Learning Outcomes (CILOs) in: Knowledge and Understanding	
	r completing this program, students will e able to:		er completing this course, students wil able to:	
A1	Define the terminology and forms of notation used in linguistic theory.	a1	Show awareness of the nature and scope of semantics and pragmatics and their place within linguistics.	
A2	Demonstrate awareness of the current	a2	Demonstrate an overview of basic	



issues in linguistics and methods and		concepts and problems central to the
concepts of linguistic analysis.		study of semantics and pragmatics
	1 !	within current linguistic theories.



Teaching And Assessment Strategies For Achieving Learning Outcomes:

Alignment of Learning Outcomes of Knowledge and Understanding to Teaching and Assessment Strategies:

Course Intended Learning Outcomes (CILOs) in Knowledge and Understanding		Teaching strategies to be used	Strategies of assessment	
Aft able	er completing this course, students will be e to:	Interactive lecturesIndependent	QuizzesMid-term and final	
a1	Show awareness of the nature and scope of semantics and pragmatics and their place within linguistics.	reading and	exams • Evaluative Presentations	
a2	Demonstrate an overview of basic concepts and problems central to the study of semantics and pragmatics within current linguistic theories.	 Classroom discussion 	 Home assignments 	

(B) Intellectual Skills:

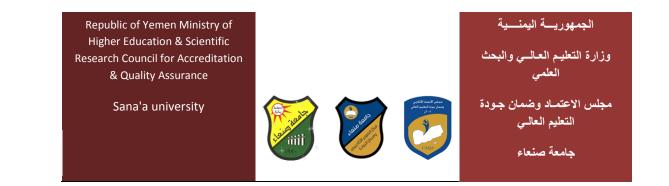
Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Intellectual skills

Program Intended Learning Outcomes (Sub- PILOs) in Intellectual skills			Course Intended Learning Outcomes (CILOs) of Intellectual Skills
After completing this program, students will be able to:			r completing this course, students will be able to:
B1	Assess the merits of related theories, including those originating from disciplines other than linguistics.	b1 Examine theories of word, sentence and utter meaning and assess their advantages and disadvantages.	
B2	Critically, evaluate linguistic research and identify problematic areas in language.	b2	Identify key notions in the areas of semantics and pragmatics and be able to read difficult and complex academic literature related to the field.

Teaching and Assessment Strategies for Achieving Learning Outcomes:

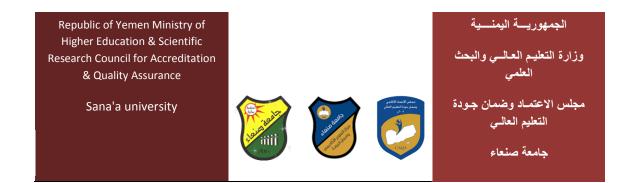
Alignment of Learning Outcomes of Intellectual Skills to Teaching Strategies and Assessment Strategies:

(Course Intended Learning Outcomes (CILOs) in Intellectual Skills.	Teaching strategies to be used	Strategies of assessment	
	After completing this course, students will be able to:	 Brainstorming 	 Written examinations 	
b1	Examine theories of word, sentence and utterance	 Classroom discussions 	 Assignments 	
	meaning and assess their advantages and	Exercises	 Presentations 	
	disadvantages.	Problem solving	 Quizzes 	
b2	Identify key texts in the areas of semantics and pragmatics and be able to read difficult and complex		 Oral assessment and feedback 	
	academic literature related to the field.		 Report writing/projects 	



(C)	Professional and Practical Skills:					
A	Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Professional and Practical Skills					
	Program Intended Learning Outcomes (Sub- PILOs) in Professional and Practical Skills	(ning Outcomes (<mark>CILOs</mark>) in ad Practical Skills		
After	completing this program, students will be able to:	Afte	r completing this course,	students will be able to:		
C3	Use the terminology and forms of notation employed in linguistic theories.	c3	Analyze and interpret of theoretical approaches			
C4 Apply fundamental techniques for the analysis of data, including the use of statistical and qualitative corpus and textual analytic techniques.			Bridge the gap between linguistics and practical language courses, by developing their abilities in linguistic analysis of various types of register.			
C6 Undertake high-quality research tasks following academic professional standards with minimum guidance.		c6	c6 Review and present current research in the field of semantics and pragmatics.			
	Teaching and Assessment Strategies fo	r Ach	nieving Learning O	utcomes:		
Alig	ment of Learning Outcomes of Professional and Practic	al Skill	s to Teaching and Assess	sment Strategies:		
C	ourse Intended Learning Outcomes (CILOs) in Professional and Practical Skills	Tea	ching strategies to be used	Strategies of assessment		
After	completing this course, students will be able to:		ainstorming	 Written examinations 		
c3 Analyze and interpret data in light of diverse theoretical approaches and formalisms.		• Exe	ercises	AssignmentsPresentationsQuizzes		
c4	Bridge the gap between linguistics and practical language courses, by developing their abilities in linguistic analysis of various types of register.	 Problem solving 		 Quizzes Oral assessment and feedback Report writing/projects 		
c6	Review and present current research in the field of semantics and pragmatics.			1		

(D)	General / Transferable Skills:				
	Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: General and Transferable skills				
P	Program Intended Learning Outcomes (PILOs) in General / Transferable skillsCourse Intended Learning Outcomes (CILOs) in General / Transferable skills				
After	r completing this program, students will be able to:	After completing this course, students will be able to:			
D1	Work in teams, draw conclusions and reflect differences of opinion, and independently employ self-organization, time-management skills, and identify own needs for development;	d1	Work in a team to plan and prepare a research project related to the course content and finish it in a specific and limited time.		



	Teaching And Assessment Strategies For Achieving Learning Outcomes:					
Ali	Alignment of Learning Outcomes of General and Transferable skills to Teaching and Assessment Strategies:					
(Course Intended Learning Outcomes (CILOs) in General and Transferable SkillsTeaching strategies to be usedStrategies of assessme					
Afte	r completing this course, students will be able to:	 Classroom discussions 	 Written examinations 			
d1	Work in a team to plan and prepare a research project related to the course content and finish it in a specific and limited time.	 Exercises Problem solving group projects and presentations 	 Assignments Presentations Quizzes Report writing/projects 			

	IV. Course Content:						
	1. Course Topics/	Items:					
N o	Topic List / Units	CILOs (symbols)	Sub-topic List	Numb er of weeks	Contac t hours		
1	Introduction	a1, a2	- An overview: semantics and semiotics; semantics vs. pragmatics; types and levels of meaning; semantics and other linguistic disciplines; semantics in other disciplines; influential approaches to analyzing meaning	1	3		
2	Lexical Meaning	a1, a2, b1, b2, c3, c4, c6, d1	MeaningLexical meaningLexical relations	1	3		
3	Topics Related to Lexical Meaning	a1, a2, b1, b2, c3, c4, c6, d1	 Semantic fields Color terms Kinship terms Counting systems Taboo terms and euphemisms Gender, and titles and forms of address 	1	3		
4	Sentence Meaning and Truth	a1, a2, b1, b2, c3, c4, c6, d1	 Sentence in semantics Truth conditions vs. truth values Sentence semantic relations and truth 	1	3		
5	Sentence Meaning and Compositionalit y	a1, a2, b1, b2, c3, c4, c6, d1	 Compositionality Exceptions to compositionality Deep structure and ambiguity 	1	3		
6	Sentence Logical and	a1, a2, b1, b2, c3, c4,	Some basic semantic conceptsLogical/formal semantics	1	3		

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وزارة التعليم العالمي والبحث العلمي

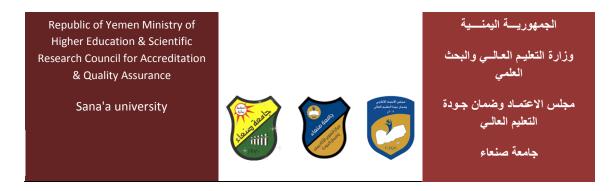
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جامعة صنعاء

	Functional Meaning	c6, d1	- Compositional/functional semantics		
7	Presuppositions and Implicatures	a1, a2, b1, b2, c3, c4, c6, d1	PresuppositionsImplicatures	1	3
8	Mid-Term Test	a1, a2, b1, b2, c3, c4	Written Test	1	3
9	Utterance Meaning	a1, a2, b1, b2, c3, c4, c6, d1	 Utterance meaning and pragmatics Utterance nearing and context Utterance meaning and deixis 	1	3
1 0	Speech Acts Theory	a1, a2, b1, b2, c3, c4, c6, d1	Speech acts theoryIllocutionary acts theory	1	3
1 1	Conversational Implicatures	a1, a2, b1, b2, c3, c4, c6, d1	 Conversational implicatures Cooperative principle and maxims 	1	3
1 2	Politeness Theory	a1, a2, b1, b2, c3, c4, c6, d1	 Politeness Politeness and face management Politeness principle and maxims 	1	3
1 3	Impoliteness Model	a1, a2, b1, b2, c3, c4, c6, d1	ImpolitenessModel of impoliteness	1	3
1 4	Students' Project presentations	a1, a2, b1, b2, c3, c4, c6, d1	- Students' project presentations	1	3
1 5	Students' Project presentations	a1, a2, b1, b2, c3, c4, c6, d1	 Students' project presentations 	1	3
1 6	Final Examination	a1, a2, b1, b2, c3, c4	Written Test	1	3
	Number	r of Weeks /an	d Units Per Semester	16	48

	b. Training Aspect:						
N 0	Training Tasks	CILOs (symbols)	Number of weeks	Contact hours			
1							
	Number of Weeks /and Units Per Ser						

Teaching strategies of the course: V.



- Interactive lectures
- Independent reading and writing
- Seminars
- Classroom discussion
- Brainstorming

- Problem solving
- Brainstorming
- Exercises
- group projects and presentations



3-Assessment Strategies:

- Quizzes
- Mid-term and final exams
- Evaluative presentations
- Assignments

- Research projects and presentations
- Quizzes
- Oral assessment and feedback
- Report writing/projects

	I. Tasks and Assignments						
No.	Tasks and Assignments	Week Due	Mark	Aligned Course Learning Outcomes (CILOs symbols)			
1	Quizzes, assignments & participations	2 - 13	10	a1, a2, b1, b2, c3, c4, c6, d1			
2	Mid-term exam	8	20	a1, a2, b1, b2, c3, c4			
3	3Research projects & presentations14 - 15		10	a1, a2, b1, b2, c3, c4, c6, d1			
4	Final exam	60	a1, a2, b1, b2, c3, c4				
	Total	100					

VI. Schedule of Assessment Tasks for Students During the Semester:

No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned Course Learning Outcomes (CILOs symbols)
1	Continuing assessments (based on in-class participation, home assignments, regularity, punctuality & language use)	2 - 13	10	10%	a1, a2, b1, b2, c3, c4, c6, d1
3	Mid-term exam	8	20	20%	a1, a2, b1, b2, c3, c4
4	Research projects & presentations	14 - 15	10	10%	a1, a2, b1, b2, c3, c4, c6, d1
5	Final Exam	16	60	60%	a1, a2, b1, b2, c3, c4

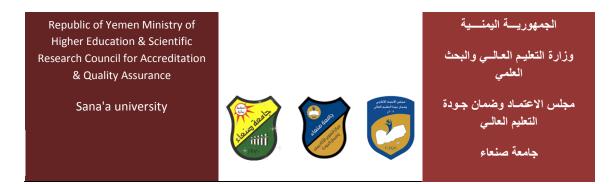


	Total 100 100%						
VII.	Learning Resource (MLA s	style o	or APA sty	le)s:			
1.	Required Textbook(s) (maximum ty	wo)					
	Jaszczolt, K.M. (2002) Semantics and Pragmatics: Meaning in Language and Discourse. London: Longman.Saeed, John I. (2003). Semantics (2nd ed.) Oxford, UK: Blackwell.						
2.	Recommended Readings and Refere	ence Ma	terials				
	Cruse, D. A. (1986). Lexical semantics. Ca	ambridge	e University Pr	ess.			
	(1997). Lexical Semantics. Cam	bridge:	CUP.				
	(2004). Meaning in language. A Oxford: OUP.	n introd	uction to semai	ntics and pragmatics.			
	Hurford, J. & Heasley, B. (2010). Semanti CUP.	cs: A co	urse book. (2 nd	ed.). Cambridge:			
	Kearns, K. (2000). Semantics. Palgrave M	acmillan					
	Lappin, S. (ed.) (1997). The Handbook of Blackwell.	Contemp	oorary Semanti	cs. Oxford:			
	Lyons, J. (1995). Linguistics semantics: A University Press.	n introdu	ction. Cambrid	dge: Cambridge			
3.	Essential References						
	Bach, Emmon (1989). Informal lectures or Press.	n formal	semantics. Alb	oany, NY: SUNY			
	Bennett, Paul (2002). Semantics: an introd LINCOM.	uction to	o non-lexical as	spects of meaning.			
	Carston, R. (2002) Thoughts and utterance	es. Oxfor	d: Blackwell.				
	Chierchia, Gennaro & McConnell-Ginet, S Cambridge, MA: MIT Press.	Sally (19	90). Meaning a	and grammar.			
	Clark, Herbert H. (1996). Using language. Cambridge, UK: Cambridge University Press.						
	Croft, William and D.A. Cruse. (2004) Co	gnitive I	inguistics. Ca	mbridge U. Press.			
	Cruse, A. (2010). Meaning in Language. C	Oxford: C	OUP.				
	Cutting, J. (2008). Pragmatics and Discour Edition. London: Routledge English						



	de Swart, H. (1998) Introduction to Natural Language Semantics. Stanford: CSLI Publications.
	Elbourne, P. (2011) Meaning: A Slim Guide to Semantics Oxford: Oxford University Press.
	Fauconnier, Gilles (1997). Mappings in thought and language. Cambridge, UK: Cambridge University Press.
	Fillmore, Charles (1997). Lectures on deixis. Stanford, CA: CSLI Publications.
	Frawley, William (1992). Linguistic semantics. Hillsdale, NJ: Lawrence Erlbaum Associates.
	Green, Georgia M. (2008). Pragmatics and Natural Language Understanding, 2nd ed. New York: Routledge.
	Huang, Y. (2006). Pragmatics. Oxford: OUP.
	Hurford J. (2007). Semantics: a Coursebook, CUP, GB.
	Jackendoff, Ray (1983). Semantics and cognition. Cambridge, MA: MIT Press.
	Kearns, K.(2000). Semantics. London: Macmillan Press.
	Lakoff, George (1987). Women, fire, and dangerous things. Chicago, IL: University of Chicago Press.
	Levinson, S. C. (2000). Presumptive meanings. Cambridge, MA: MIT Press.
	Levinson, Stephen C. (1983). Pragmatics. Cambridge, UK: Cambridge University Press.
	Levinson, Stephen C. (2000). Presumptive meanings. Cambridge, MA: MIT Press.
	Löbner, S. (2002). Understanding semantics. London: Arnold.
	Löbner, Sebastian (2002). Understanding semantics. London, UK: Arnold Publishers.
	Mey J. L. (2001) Pragmatics. Blackwell Publishing, Oxford, UK.
	Murphy, M. L. (2003) Semantic relations and the lexicon. Cambridge.
	Saeed J.I. (2011) Semantics (Introducing Linguistics) Wiley-Blackwell Publishing, Oxford, UK.
4.	Electronic Materials and Web Sites etc.
5.	Other Learning Material:
-	5

IX. Course Policies: (Based on the Uniform Students' Bylaw (2007))



1	Class Attendance:
	Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.
2	Tardiness:
	A student will be considered late if he/she is not in class after 10 minutes of the start time of class.
3	Exam Attendance/Punctuality:
	No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.
4	Assignments & Projects:
	Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the allocated mark.
5	Cheating:
	Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
6	Forgery and Impersonation:
	Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
7	Other policies:
	The Higher Studies By-law and University regulations in force will be strictly observed and students shall comply with all rules and regulations of the examination set by the Department, Faculty and University Administration.

اللجنة الإشرافية:					
ملاحظات	الصفة الوظيفية	الاسم	م		
	نائب العميد للدراسات العليا	د/ عباس مطهر	١		
	نائب عميد مركز التطوير وضمان الجودة	أ.م.د/ أحمد مجاهد	٢		



نائب رئيس الجامعة للشئون الأكاديمية	أ.د/ إبراهيم المطاع	٣



Course Plan of Semantic and pragmatic analysis

II. Information about Faculty Member Responsible for the Course:							
Name of Faculty Member		Office Hours					
Location & Telephone No.		SAT SUN MON TUE WED TH				THU	
E-mail							

ш.	III. Course Identification and General Information:						
1-	Course Title:	Semantic and pragmatic analysis					
2-	Course Number & Code:	LNG 5112					
			C.I	4		Total	
3-	Credit hours:	Th.	Seminar	Pr.	F. Tr.	TOtal	
		3				3	
4-	Study level/year at which this course is offered:	Semester One					
5-	Pre –requisite (if any):	none					
6-	Co –requisite (if any):	Phonetic and phonological analysis and Morphosyntactic analysis				sis and	
7-	Program (s) in which the course is offered	MA in Linguistics					
8-	Language of teaching the course:	Englis	h				
9-	System of Study:	Regular					
10-	Mode of delivery:	Lectures, seminars, and presentations					
11-	Location of teaching the course:	Department of English, Faculty of Languages					

IV. Course Description:

This course offers an introduction to the basic concepts and methods in the analysis of natural language meaning through a survey of major current approaches and their



findings: structuralist, referential and cognitive semantics, and radical pragmatics. This will help graduate students conduct research studies and linguistic semantic and pragmatic analysis in both English and Arabic.

V. Intended learning outcomes (ILOs) of the course:

After completing this course, students will be able to:

- 1. Demonstrate an overview of basic concepts and problems central to the study of semantics and pragmatics within current linguistic theories;
- 2. Show awareness of the nature and scope of semantics and pragmatics and their place within linguistics;
- 3. Bridge the gap between linguistics and practical language courses, by developing their abilities in linguistic analysis of various types of register;
- 4. Identify key texts in the areas of semantics and pragmatics and be able to read difficult and complex academic literature related to the field;
- 5. Review and present current research in the field of semantics and pragmatics;
- 6. Examine theories of word, sentence and utterance meaning and assess their advantages and disadvantages; and
- 7. Analyze and interpret data in light of diverse theoretical approaches and formalisms; and
- 8. Work in a team to plan and prepare a research project related to the course content and finish it in a specific and limited time.

VI	VI. Course Content:						
	A. Theoretical Aspect:						
No	Topics List	Week Due	Contact Hours				
1	Introduction	1	3				
2	Lexical Meaning	2	3				
3	Topics Related to Lexical Meaning	3	3				
4	Sentence Meaning and Truth	4	3				
5	Sentence Meaning and Compositionality	5	3				

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6	Sentence Logical and Functional Meaning	6	3
7	Presuppositions and Implicatures	7	3
8	Mid-Term Test	8	3
9	Utterance Meaning	9	3
10	Speech Acts Theory	10	3
11	Conversational Implicatures	11	3
12	Politeness Theory	12	3
13	Impoliteness Model	13	3
14	Students' Project presentations	14	3
15	Students' Project presentations	15	3
14	Final Examination	16	3
	Number of Weeks /and Units Per Semester	16	48

r	Training Aspects:			
N 0	Training Tasks	Number of weeks	Contact hours	
1				

I.	I. Tasks and Assignments			
No.	Tasks and Assignments	Week Due	Mark	
1	Quizzes, assignments & participations	2 - 13	10	
2	Mid-term exam	8	20	
3	Research projects & presentations	14 - 15	10	
4	Final exam	16	60	
Total			100	



VII. Teaching strategies of the course:

- Interactive lectures
- Independent reading and writing
- Seminars
- Classroom discussion
- Brainstorming

VIII. Assessment Strategies:

- Quizzes
- Mid-term and final exams
- Evaluative presentations
- Assignments

Research projects and presentations

group projects and presentations

- Oral assessment and feedback
- Report writing/projects

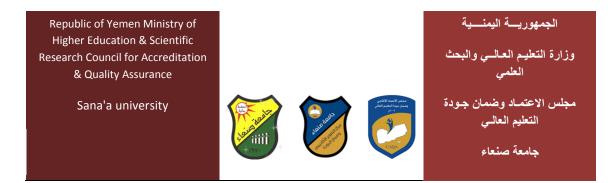
Problem solving

Brainstorming

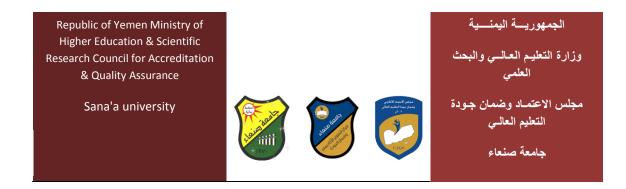
Exercises

No.	Type of Assessment Tasks	Week Due	Mark	Proportion of Final Assessment
1	Continuing assessments (based on in-class participation, home assignments , regularity, punctuality & language use)	2 - 13	10	10%
2	Mid-term exam	8	20	20%
3	Research projects & presentations	14 - 13	10	10%
4	Final Exam	16	60	40%
	Total		100	100%

IX. Learning Resource (MLA style or APA style)s:		
1. Required Textbook(s) (maximum two)		
	 Jaszczolt, K.M. (2002) Semantics and Pragmatics: Meaning in Language and Discourse. London: Longman. Saeed, John I. (2003). Semantics (2nd ed.) Oxford, UK: Blackwell. 	
2. Recommended Readings and Reference Materials		
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	(2004). Meaning in language. An introduction to semantics and pragmatics. Oxford: OUP.	
	Hurford, J. & Heasley, B. (2010). Semantics: A course book. (2 nd ed.). Cambridge:	



CUP.
Kearns, K. (2000). Semantics. Palgrave Macmillan
Lappin, S. (ed.) (1997). The Handbook of Contemporary Semantics. Oxford: Blackwell.
ons, J. (1995). Linguistics semantics: An introduction. Cambridge: Cambridge University Press.
3. Essential References
Bach, Emmon (1989). Informal lectures on formal semantics. Albany, NY: SUNY Press.
Bennett, Paul (2002). Semantics: an introduction to non-lexical aspects of meaning. LINCOM.
Carston, R. (2002) Thoughts and utterances. Oxford: Blackwell.
Chierchia, Gennaro & McConnell-Ginet, Sally (1990). Meaning and grammar. Cambridge, MA: MIT Press.
Clark, Herbert H. (1996). Using language. Cambridge, UK: Cambridge University Press.
Croft, William and D.A. Cruse. (2004) Cognitive Linguistics. Cambridge U. Press.
Cruse, A. (2010). Meaning in Language. Oxford: OUP.
Cutting, J. (2008). Pragmatics and Discourse: A resource book for Students, 2nd Edition. London: Routledge English language introductions.
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Löbner, Sebastian (2002). Understanding semantics. London, UK: Arnold Publishers.

Mey J. L. (2001) Pragmatics. Blackwell Publishing, Oxford, UK.

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4. Electronic Materials and Web Sites etc.

5. Other Learning Material:

1	Class Attendance:
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Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.

2 Tardiness:

A student will be considered late if he/she is not in class after 10 minutes of the start time of class.

3 Exam Attendance/Punctuality:

No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.

4 Assignments & Projects:

Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the allocated mark.

5 Cheating:

Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the Uniform Students' Bylaw (2007)



	shall apply.
6	Forgery and Impersonation: Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
7	Other policies: The Higher Studies By-law and University regulations in force will be strictly observed and students shall comply with all rules and regulations of the examination set by the Department, Faculty and University Administration.