



MAQUETA DE PRELLENADO **PROGRAMA DE ASIGNATURA (Cursos)**

1. NOMBRE DE LA ASIGNATURA *(Nombre oficial de la asignatura según la normativa del plan de estudios vigente o del organismo académico que lo desarrolla. No debe incluir espacios ni caracteres especiales antes del comienzo del nombre).*

Semántica y pragmática inglesas

2. NOMBRE DE LA ASIGNATURA EN INGLÉS *(Nombre de la asignatura en inglés, de acuerdo a la traducción técnica (no literal) del nombre de la asignatura)*

English semantics and pragmatics

3. HORAS DE TRABAJO PRESENCIAL DEL CURSO *(Indique la cantidad de horas semanales (considerando una hora como 60 minutos) de trabajo presencial que requiere invertir el estudiante para el logro de los objetivos de la asignatura; si requiere convertir las horas que actualmente utiliza a horas de 60 minutos, utilice el convertidor que se encuentra en el siguiente link: <http://www.clanfls.com/Convertidor/>)*

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4. OBJETIVO GENERAL DE LA ASIGNATURA *(Corresponde a un enunciado específico en relación a lo que se va a enseñar en la asignatura, es decir, señala una de las áreas específicas que el profesor pretende cubrir en un bloque de enseñanza. Por ejemplo, uno de los objetivos en un módulo podría ser “los estudiantes comprenderán los efectos del comportamiento celular en distintos ambientes citoplasmáticos”. Es importante señalar que en ciertos contextos, los objetivos también aluden a metas).*

This module offers a firm grounding in the theory of meaning at large, at an introductory level. It intends to familiarise the student with the extensive range of themes that pertain to a core area of human linguistic capacity, which is the construction, expression and interpretation of semantic knowledge through language. It delivers a comprehensive and broad understanding of how meaning is embedded systematically in the linguistic

system and how its expression relates a) to the more general cognitive capacity of humans for conceptualisation as well as b) to their ability of interacting meaningfully with their pragmatic environment.

5. OBJETIVOS ESPECÍFICOS DE LA ASIGNATURA *(Corresponde al detalle específico de los objetivos que se trabajarán en el curso; debe ingresarse un objetivo específico por cada línea)*

1. Introduce the theoretical and empirical reasons behind the study of meaning as a linguistic field in its own right.
2. Introduce the main landmarks in the development of the field of semantics, embedded in its historical, scientific and philosophical context.
4. Understand the necessity for the development of specific methodological tools that pertain to semantic analysis.
5. Get acquainted with the core themes, questions, problems and various solutions offered in the context of semantic inquiry.
6. Get a grasp of the interconnections that exist between semantics and various other fields of linguistic inquiry like morphology and syntax.
7. Get familiar with the reasons underlying the division of the realm of meaning into sub-fields like semantics and pragmatics.
8. Understand the reasons behind the analysis of semantics and pragmatics as interconnected and not segregated modules.
9. Attain the ability of analysing a set of linguistic data with the methodological tools that pertain to semantic/pragmatic analysis.
10. Develop skills and knowledge that will be useful in other academic modules where similar empirical analysis of specific linguistic data and deduction of theoretical conclusions is needed.
11. Appreciate the realm of meaning as an exciting scientific field that illuminates one of the most miraculous innate cognitive capacities of humans.

6. SABERES / CONTENIDOS *(Corresponde a los saberes / contenidos pertinentes y suficientes para el logro de los Objetivos de la Asignatura; debe ingresarse un saber/contenido por cada línea)*

1. What is meaning? Meaning in philosophy, metaphysics and language.
2. Meaning and linguistic expression; semantics as a linguistic field proper; conceptualisation of the term along the historical period of its development.
3. Semantics within modern linguistics. Semantics within the organisation of the linguistic system.
4. How many “semantics”? Meaning from morphology to communicative discourse. The necessity behind the division of the field into domains of inquiry.
5. Meaning and the sentence; how does the meaning of a sentence is constructed? The notion of compositionality.
6. How is the meaning of a sentence evaluated? Semantics and logic. Semantics and conditions of referential truth.
7. Semantics and syntax: tiers of interpretation within a sentence: argument structure; semantic participants; thematic roles as a functional interface between syntactic configurations and semantic interpretation; subjects and actors; Topic, focus and information structure.
8. Reference and levels of signification: sense, denotation, deixis.
9. Reference and conceptualisation: from truth conditions to mental spaces.
10. Conceptual structuring: from image schemas to frames.
11. Word meaning: What’s in a word? The organisation of lexical concepts; aspectuality or situation types; their interaction with co-occurring lexical items; consequences for compositionality.
12. Lexical relations and semantic change: synonymy, hyponymy, metonymy and metaphor; historical semantics.
13. Beyond the level of sentence; from proposition to discourse and from sentence to utterance.

14. “interpreting” vs. “doing”: how to do things with words. Language as a sociolinguistic action.
15. Defining the scope of pragmatics: the reasons behind its postulation as a linguistic field in its own right. The history of the term.
16. Sentences as speech acts; speaker’s intentions and the typology of performative utterances.
17. Language and context: context as situational common ground; context as background knowledge; the notion of contextual enrichment and pragmatic coherence.
18. From reference to inference. Underlying semantic relations in the production of an utterance.
19. Conversation and implicature; interpretation as a co-operative linguistic event; conditions for a convergent conversation;
20. Grice’s maxims of conversational cooperation; text-context balance and communicative economy; relevance.
21. Context and dynamic meaning at large: from conversational inferential relations to lexical pragmatics.
22. Pragmatics in diachrony: historical pragmatics.

7. METODOLOGÍA *(Descripción sucinta de las principales estrategias metodológicas que se desplegarán en el curso, pertinentes para alcanzar los objetivos (por ejemplo: clase expositiva, lecturas, resolución de problemas, estudio de caso, proyectos, etc.). Indicar situaciones especiales en el formato del curso, como la presencia de laboratorios, talleres, salidas a terreno, ayudantías de asistencia obligatoria, etc.)*

To the end of achieving the aims and objectives as outlined above, this module is organised around three axes: a) introduction on the part of the teacher of material that represents a theoretical or empirical problem relevant to the issue to be introduced b) discussion with ample participation of students of the material given for reflexion and c) further elaboration of the issues at hand through teaching and practice, and empirical analysis of some data. The sessions are supported by audio-visual material designed to trigger the interest and active involvement of the students.

8. METODOLOGÍAS DE EVALUACIÓN *(Descripción sucinta de las principales herramientas y situaciones de evaluación que den cuenta del logro de los objetivos (por ejemplo: pruebas escritas de diversos tipos, reportes grupales, examen oral, confección de material, etc.)*

- a. One mid-term written examination for the 1st semester (50%)
- b. One end-of term written examination for the 1st semester (50%)

9. PALABRAS CLAVE *(Cuatro Palabras clave del propósito general de la asignatura y sus contenidos, que permiten identificar la temática del curso en sistemas de búsqueda automatizada; cada palabra clave deberá separarse de la siguiente por punto y coma (;)).*

semantics; pragmatics; sentences; lexicon; context

10. BIBLIOGRAFÍA OBLIGATORIA *(Textos de referencia a ser usados por los estudiantes. Se sugiere, en lo posibles, la utilización del sistema de citación APA. CADA TEXTO DEBE IR EN UNA LÍNEA DISTINTA)*

-Saeed, J. (2008). Semantics. Oxford, UK: Wiley-Blackwell

11. BIBLIOGRAFÍA COMPLEMENTARIA *(Textos de referencia a ser usados por los estudiantes. Se sugiere, en lo posible, la utilización del sistema de citación APA .CADA TEXTO DEBE IR EN UNA LÍNEA DISTINTA)*

-Cruse, A. (2011). Meaning in Language. And Introduction to Semantics and Pragmatics. Oxford: Oxford University Press.
-Evans, V. & M. Green (2006). *Cognitive Linguistics: An Introduction*. Edinburgh: Edinburgh University Press.
-Portner, P.H. (2005). *What is Meaning? Fundamentals of Formal Semantics*. Oxford, UK: Wiley-Blackwell

12. RECURSOS WEB *(Recursos de referencia para el apoyo del proceso formativo del estudiante; se debe indicar la dirección completa del recurso y*



una descripción del mismo; CADA RECURSO DEBE IR EN UNA LÍNEA DISTINTA)

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RUT y NOMBRE COMPLETO DEL DOCENTE(S) RESPONSABLE(S)

24.099.091-1 GEORGIOS IOANNOU
