PROGRAMA DE ASIGNATURA

1. NOMBRE DE LA ASIGNATURA

Seminario de Gramática Inglesa

2. NOMBRE DE LA ASIGNATURA EN INGLÉS

English Grammar Seminar

3. HORAS DE TRABAJO PRESENCIAL DEL CURSO

1.5

4. HORAS DE TRABAJO NO PRESENCIAL DEL CURSO

3

5. OBJETIVO GENERAL DE LA ASIGNATURA

This course is intended to provide an introduction to the field of lexical semantics, with a special focus on theories of lexical decomposition. It provides a comprehensive overview of the problems related to lexical representation and how the latter is theoretically, methodologically and empirically related to a threefold cluster of issues: lexical proper phenomena like polysemy and semantic coercion, the syntactic expression of the participants in an event denoted by a verb, and the proliferation of pragmatic information invoked by a single word. The aim of the course is to build critical awareness of the various issues associated with the formulation of lexical descriptions that felicitously reflect the words' role as a link between language and thought.

6. OBJETIVOS ESPECÍFICOS DE LA ASIGNATURA

i. Provide the student with an up-to-date analysis of lexical semantic issues in English, whose felicitous description is of core significance for contemporary semantic theory.

ii. Familiarise the student with the theoretical frameworks to which the presented analyses pertain, their conceptual and empirical scope

and their descriptive and analytical tools.

iii. Draw systematic correlations that hold between lexicon, grammar and context as a manifestation of lexicon's interfacial role.

iv. Increase critical awareness of the various theoretical and empirical problems underlying the analysis of lexical content.

v. Appreciate the intrinsic relation between lexical meaning and conceptualisation of reality on the one hand and lexical meaning and grammar on the other.

vi. Understand the reasons underlying lexical representations of decomposing character.

vii. Develop the ability of employing the analytical tools acquired for categorising, describing, analysing authentic English lexical data.

viii. Obtain the ability to independently draw systematic correlations between data pertaining to distinct levels of descriptions.

ix. Get a sufficient grounding in lexical semantic analysis that will enable the student to cope better with modules which presuppose background knowledge in this area.

x. Develop the appreciation of the methodological tools that enable independent research.

7. SABERES / CONTENIDOS

i. What is meaning? How is meaning generated? An overview of its treatment in linguistic theory.

ii. Meaning and Grammar. Meaning and Syntax. Phenomena where syntactic treatment fails to yield a satisfactory account.

iii. What's in a word? Word as an interface between language and thought. The conceptualisation of reality and cognitive categories.

iv. The proliferation of lexical information and the distinction between semantic structure and encyclopaedic knowledge. Their

methodological distinction as a solution to the problems of sense relations, polysemy and language change.

v. States, events, Argument Structure and Thematic Roles.

vi. Decomposing an event. The internal structure of a verb.

vii. Conceptual structure and its primitives. The conceptual primitive of causation. Spatial relations encoded in words.

viii. Decomposing intransitive, transitive and di-transitive verbs. Motion and changes of state.

ix. Boundaries of events and their temporal properties. Aspectuality. Analogies between verb aspectuality and noun countability.

x. Words and context. Conceptual structure and contextual information. The notion of coercion. Words as underdetermined polysemous entities. Context as a set of lexical constraints.

8. METODOLOGÍA

To the end of achieving the aims and objectives as outlined above, this module is organised around the following axes: in-class lectures, in-class analysis and discussion, off-class activities and a final preparation of an essay on a prescribed subject. The latter is designed so that in practice it familiarises the student with the methodology, organisation and presentation of research-oriented work. The weekly program comprises a session divided into two hourly parts. The first one is devoted to the analysis, discussion and development of themes that have been given to the students as material for off-class practice. The second is devoted to introducing new material and empirically analysing data. The students are required to prepare the assigned material and actively participate in its analysis in the class.

9. METODOLOGÍAS DE EVALUACIÓN

i. In each lecture, activities in the form of analysis and development of small scale self-contained themes will be given to the students for preparing them as an off-class work assignment. The students are required to bring along the work they have come up with and actively participate in its presentation in the session devoted to practice. Meeting this requirement occupies a 30% over the overall mark.

ii. A small essay (between 2.700 and 3.300 words) on a prescribed subject (a critical analysis of a theoretical or empirical issue or a thorough and comprehensive analysis of some appropriate lexical data). This is assessed with a maximum participation of 70% over the whole mark and has to be handed in by the 14th of December 2015

10. REQUISITOS DE APROBACIÓN

ASISTENCIA 80%

NOTA DE APROBACIÓN MÍNIMA 4.0

REQUISITOS PARA PRESENTACIÓN A EXÁMEN: N/A

11. PALABRAS CLAVE

grammar; structure; lexical meaning; conceptualisation;

12. BIBLIOGRAFÍA OBLIGATORIA

- Jackendoff, R. (1990). *Semantic Structures*. Cambridge, Mass.: M.I.T. Press.
- Jackendoff, R. (2002). *Foundations of Language. Brain, Meaning, Grammar, Evolution.* Oxford: Oxford University Press.
- Murphy M. L. (2010) *Lexical Meaning*, Cambridge: Cambridge University Press.
- Radford, A. (2009). *An Introduction to English Sentence Structure.* Cambride: Cambridge University Press.
- Saeed, J. I. (2011). *Semantics*. UK: Wiley-Blackwell.

13. BIBLIOGRAFÍA COMPLEMENTARIA

- Culicover, W. P. and R. Jackendoff (2005). *Simpler Syntax*. Oxford: Oxford University Press.
- Geeraerts, D. (2010). *Theories of Lexical Semantics*. Oxford: Oxford University Press.
- Jackendoff, R. (1997). *The Architecture of the Language Faculty*. Cambridge: MIT Press.
- Pinker, S. (1989). *Learnability and Cognition: The Acquisition of Argument Structure*. Cambridge: The MIT Press.
- Pinker, S., & B. Levin (1991). *Lexical and Conceptual Semantics*. Cambridge. Mass.: M.I.T. Press.
- Portner, P. H. (2005). *What is Meaning? Fundamentals of Formal Semantics*. Oxford: Blackwell Publishing.
- Pustejovsky, J. (1995). *The Generative Lexicon*. Cambridge, Mass.: M.I.T. Press