

Linguistics 203 Semantic Structures
Section 1: Code 43737. Fall 2018, San José State University

Instructor:	Kevin Moore
Office Location:	Clark 406D
Telephone:	(408) 924-4734
Email:	kevin.moore@sjsu.edu (Please don't add me to any lists.)
Office Hours:	Wednesday 4:20 to 5:20 p.m., Thursday 11 to 12 noon, and by appointment Monday through Thursday.
Class Days/Time:	M/W 3:00 to 4:15 p.m.
Classroom:	Clark 205
Prerequisite or concurrent:	Upper division standing; LING 101, 114, or instructor consent

Other Contact Information

Phone me in my office all day Monday/Wednesday until 5:15 p.m., or Tuesday/Thursday from 11 a.m. to 1 p.m.; leave a message if I don't answer. Email me at other times. Use my personal email (kevin.moore@sjsu.edu); don't email me on canvas. If you're not available during my office hours, we can make an appointment for another time. My box is in the Linguistics and Language Development department office in Clark Hall 473.

Course Website

Assignments, handouts, and lecture slides will be posted on the course website on canvas. If you have trouble getting to the website you can call the help desk at (408) 924-2377 or email me. Assignments will be available only on the website.

Course Description

This course will introduce you to the concepts and tools of cognitive semantics. Cognitive semantics, adopting a conceptual approach to linguistic analysis, analyzes meaning using categories and tools for the analysis of concepts. You will become acquainted with a model of the organization of conceptual structure, processes of conceptualization and construal operations, as well as the way categories and concepts are associated with meanings. Moreover, you will deal with issues of lexical and constructional semantics, including polysemy, metaphor, metonymy, idioms, and the emergence of constructions through usage. The theoretical discussion of cognitive semantics will be supplemented by various case studies analyzing specific linguistic structures.

Catalog Description: Aspects of meaning and semantic theory. 3 Units.

Program Learning Objectives (PLOs) addressed by course

This course addresses the following broad goals and specific objectives of the Linguistics Program: (The complete set of the [MA Linguistics Program Goals and Objectives](http://www.sjsu.edu/linguistics/programs/linguistics/ma_linguistics/goals_ma_linguistics/) can be found at http://www.sjsu.edu/linguistics/programs/linguistics/ma_linguistics/goals_ma_linguistics/)

Goal 1: To transmit in-depth knowledge of the structure and function of language and its use and change from various theoretical perspectives.

PLO 1D: Analyze the meaning of words and sentences, elaborate on the role of linguistic, pragmatic, and cultural context in the interpretation of meaning, and understand the role of theories in the analysis of semantic data.

PLO 1E: Show an understanding of current linguistic theories; compare and evaluate different theoretical approaches.

Goal 2: To instill in students and train them in advanced critical thinking skills, analytical skills, and reading, writing and research skills.

PLO 2A: Extract patterns from complex data sets, motivate categorization procedures, and apply learned analytical principles over such patterns;

PLO 2B: Carry out independent empirical, experimental or theoretical research involving formulating a research project, presenting a literature review, using appropriate methodology, collecting data pertinent to the project, and interpreting the data;

PLO 2C: Use library and electronic research sources effectively;

PLO 2D: Use oral, reading, and writing skills effectively to report on research or problem analysis.

Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

- LO1: Analyze semantic structure in terms of idealized cognitive models, frames, and domains.
- LO2: Use Mental Space Theory and Blending Theory to account for various semantic structures.
- LO3: Identify various construal operations in the process of meaning construction.
- LO4: Critically discuss the conceptual processes of metaphor, metonymy and simile.
- LO5: Critically discuss issues in lexicalization and polysemy in word meaning
- LO6: Critically discuss issues in the relation of language and spatial reference
- LO7: Engage in original research, including a critical review of relevant literature, data collection and data interpretation.
- LO8: Gather bibliographic items from electronic and conventional sources on a specific semantics topic.
- LO9: Report on the analysis of linguistic data using appropriate academic style.

Required Texts/Readings

Textbook

Dancygier, Barbara & Eve Sweetser. 2014. *Figurative Language*. Cambridge: Cambridge University Press.

[Available at Spartan Bookstore and other book sellers.]

Other readings

Other required readings will be made available in a course reader which you will be able to get at Maple Press, or on canvas. I will provide a list and more information on when they will be available in the next couple of days. The first reading, “Frame semantics” by Fillmore will be on canvas by the end of Wednesday 22 August.

Web Resources

ICLA

Sponsored by the International Cognitive Linguistics Association, this site provides a comprehensive set of links to cognitive linguistics research in general.

<http://cognitivelinguistics.org/en/about-cognitive-linguistics>

Electronic library

In addition to accessing course reading material, this resource can give you access to many e-books. Check it out!

<http://site.ebrary.com.libaccess.sjlibrary.org/lib/sjsu/home.action?force=1>

Linguistic terms

Do you have trouble deciphering a linguistic term? Check this site for definitions and clarifications:

<http://www.sil.org/linguistics/GlossaryOfLinguisticTerms.Index.htm>

Leipzig Glossing Rules

Conventions for interlinear morpheme-by-morpheme glosses: <http://www.eva.mpg.de/lingua/resources/glossing-rules.php>

Course Requirements, Assignments and Grading Policy

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Classes will consist of:

Lectures and discussion based on readings - You are expected to complete the reading assignments ahead of time and contribute to the discussion on the topic of the day. Classroom participation is crucial for your continued development. (See *Schedule* for Reading Assignments)

Four take-home written assignments – These assignments will provide you with the practice you need in analyzing various semantic structures and with comprehending important semantic concepts. Written assignments must be *typewritten* and must be turned in to me as hardcopy by the due date. Assignments are graded for completeness, effort, and accuracy/sensibility of the analysis.

Term paper - In this paper you will report on research you carry out on an aspect of semantic structure. You will include bibliographic research and data collection and analysis.

Presentation - A 10-minute presentation on your topic of research.

Participation - Your active participation in the class is important for your learning and your peers' learning. "Participation" in this context means that you not only are physically present in the classroom but that you ask questions, answer questions, raise issues, work with your peers cooperatively to solve semantic problems in class, and in general show that you are actively involved in the lesson.

NOTE that University policy F69-24 at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading."

Table 1 Requirements and Percentages

Assignment	Learning Outcomes	Grades
Assignment 1	LO6, LO7, LO8, LO9	10%
Assignment 2	LO1, LO6, LO7, LO8, LO9	10%
Assignment 3	LO4, LO7, LO8, LO9	10%
Assignment 4	LO2, LO9	10%
Annotated bibliography	LO7, LO8	2%
Term Paper draft	LO7, LO8, LO9	5%
Term Paper	LO1, LO2, LO3, LO4, LO5, LO6, LO7, LO8, LO9	33%
Presentation	LO1, LO2, LO3, LO4, LO5, LO6, LO7, LO8	10%
Participation	LO1, LO2, LO3, LO4, LO5, LO8	10%

Grading Policy

On assignments, papers, and exams the grade will be stated as a percentage. That percentage will be weighted for the value of the assignment. To calculate your grade, add up the points for each assignment. For example if you got 100 on each assignment you would add in each of the numbers on the right in the table above, and the total would be 100. The determination of grades based on points earned will depend on how well the class as a whole does. The table below gives the **approximate expected** point-values of each grade. Possible grades are “A” through “F”.

Figuring out Approximate Grades From Total Percentages in “Course Requirements” above

Table 2 Grades and Percentages

A	95-100%	B	82-86%	C	70-74%	D	59-63%
A-	90-94%	B-	79-81%	C-	66-69%	D-	55-58%
B+	87-89%	C+	75-78%	D+	64-65%	F	below 55%

Classroom Protocol

- Cellphone use is prohibited in class. Please do not let your phone ring.
- Students must access assignments on the course website.
- Students are expected to complete each assigned reading before the class for which it is listed, to be prepared to discuss its contents, and to participate fully in groupwork in class.
- Each assignment must be the original work of the student who turns it in. It cannot contain any material that has been submitted for credit to another class. No student may collaborate with anyone on any written document related to this class, or take any words from any source without acknowledging it in a clear and obvious way. You may discuss homework assignments with your classmates, but you may not collaborate on any document related to the homework. For example you cannot collaborate on notes related to your discussions. The reason is that if you were to include an item from these notes on a homework or exam, that would be **plagiarism** (see below). Your assignments must be entirely your work. Do not share your assignment with anyone. If you use outside material, you must clearly indicate that it is someone else’s work, and give the source. **Plagiarism has serious consequences; for example, you can get an F in the course.**

- All assignments and papers must be typewritten (i.e. machine-printed).
- **Hardcopy of assignments must be turned in by the due date.**

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. are available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10 and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

Tentative course schedule for Linguistics 203, Fall 2018

NOTES: *Figurative Language* (FL) refers to the textbook. A list identifying the readings will be provided by the end of the first week of class. See “Required texts/readings” above.
W/D means ‘Week/Day’; e.g. *1W* means ‘Week 1, Wednesday’.

Table 3: Tentative Course Schedule

<i>W/D</i>	<i>Date</i>	<i>Topics, Readings, Assignments, Deadlines</i> DO EACH READING BEFORE THE CLASS FOR WHICH IT IS LISTED.
1W	8/22	Getting to know each other. Frames.
M	8/27	Frames. Read Fillmore (1982) “Frame semantics”
2W	8/29	Frames. Read Fillmore & Baker (2010).
M	9/3	LABOR DAY, NO WORK (no classes, no book, no teachers ...)
W	9/5	A usage-based model. Read Langacker “A usage-based model”
3M	9/10	Construal. Read Langacker “Construal”.
W	9/12	Metaphor. Read in <i>Figurative Language</i> (FL) Sections 2.1 - 2.3.4. Assignment 1 due (frames)
4M	9/17	Metaphor. FL sections 2.4 - 3.2.
W	9/19	Metaphor. FL sections 3.3 - 3.7.
5M	9/24	Mental Spaces and Blending. FL Chapter 4.
W	9/26	Mental Spaces and Blending. Assignment 2 due (Metaphor)
6M	10/1	Metonymy. FL Chapter 5. (We will skip Chapter 6)
W	10/3	Exercise on blending. Term paper proposal due (by email).
7M	10/8	Polysemy. Read Gries (2015) “Polysemy”.
W	10/10	Deixis. Read Hanks “Explorations in the deictic field”. (I will direct you to “Deixis” in Levinson’s <i>Pragmatics</i> as background.) Assignment 3 due (blending)
8M	10/15	Deixis continued.
W	10/17	Spatial frames of reference. Read Li & Gleitman.
9M	10/22	Spatial frames of reference. Read Levinson et al.
W	10/24	The crosslinguistic study of metaphor: temporal metaphor. Read FL Chapter 7 (The last chapter we will read.)
10M	10/29	Space-derived temporal frames of reference. Read Moore (2011). Bibliography due.
W	10/31	Jackendoff “Construction after construction”. Assignment 4 due.
11M	11/5	Cutting and breaking. Read Majid et al. Discuss Assignment 4.
W	11/7	Crosslinguistic lexicalization patterns of path and manner. Read Slobin.
M	11/12	OBSERVE VETERANS DAY. NO CLASSES.
12W	11/14	Iconicity and metaphor in ASL. Read Taub. Signed languages and the nature of human

<i>W/D</i>	<i>Date</i>	<i>Topics, Readings, Assignments, Deadlines</i> DO EACH READING BEFORE THE CLASS FOR WHICH IT IS LISTED.
		language. Read Slobin.
M	11/19	“The representation of spatial structure in spoken and signed language”: read Talmy.
13W	11/21	Day before Thanksgiving. No Classes.
M	11/26	The representation of spatial structure in spoken and signed language (continued).
14W	11/28	Student presentations.
M	12/3	Student presentations.
15W	12/5	Student presentations.
M	12/10	Student presentations.
Fri.	12/14	Term paper due in my office. Slide it under my door if you don’t see me.