UNIVERSITATEA BABEŞ-BOLYAI
BABEŞ-BOLYAI TUDOMÁNYEGYETEM
BABEŞ-BOLYAI UNIVERSITÄT
BABEŞ-BOLYAI UNIVERSITY
TRADITIO ET EXCELLENTIA

Facultatea de Litere
Str. Horea nr. 31
400202, Cluj-Napoca
Tel: 0264 5322388
Fax: 0264 432303

# COURSE SYLLABUS

## 1. Information about the study program

| | |
|---|---|
| 1.1 University | Babeș-Bolyai University |
| 1.2 Faculty | The Faculty of Letters |
| 1.3 Department | English language and literature |
| 1.4 Field of study | language and literature |
| 1.5 Study cycle (BA/MA) | MA |
| 1.6 Study program/Qualification | Current trends in linguistics/MA in philology |

## 2. Information about the subject

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 2.1 Course title/Code | | **LME1239 THE SYNTAX-SEMANTICS-PRAGMATICS INTERFACE. INTERFACE PHENOMENA (taught in English)** | | | | | | |
| 2.2 Course tutor | | Lecturer Imola-Ágnes FARKAS, PhD | | | | | | |
| 2.3 Seminar tutor | | Lecturer Imola-Ágnes FARKAS, PhD | | | | | | |
| 2.4 Year of study | 1 | 2.5 Semester | 2 | 2.6 Type of assessment | E | 2.7 Course status | Contents | DA |
| | | | | | | | Mandatory | DO |

## 3. Total estimated time (teaching hours per semester)

| | | | | | |
|---|---|---|---|---|---|
| 3.1 Number of hours per week | 2 | of which: 3.2 course | 1 | 3.3 seminar/laboratory | 2 |
| 3.4 Total number of hours in the curriculum | 42 | of which: 3.5 course | 14 | 3.6 seminar/laboratory | 28 |

| Time distribution | Hours |
|---|---|
| Study based on textbook/course manual/recommended reading/personal notes | 64 |
| Additional research in the library, by accessing scientific databases, or during field work | 20 |
| Preparation for seminars/laboratory classes, essays, portfolios and reports | 20 |
| Tutoring | 10 |
| Assessment (examinations) | 2 |
| Other activities ..... | 18 |

| | | |
|---|---|---|
| 3.7 Total hours for individual study | 133 | |
| 3.8 Total hours per semester | 175 | |
| 3.9 Number of credits | 7 | |

## 4. Prerequisites (if necessary)

| | |
|---|---|
| 4.1 Curriculum | |
| 4.2 Skills | |

## 5. Conditions (if necessary)

| | |
|---|---|
| 5.1. For delivering lectures | • Classroom with blackboard/whiteboard, computer/laptop and overhead projector |
| 5.2. For teaching seminars/laboratory classes | • Classroom with blackboard/whiteboard, computer/laptop and overhead projector |

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**6. Acquired specific competences**

| | |
|---|---|
| Professional competences | 1. The ability to understand oral and written texts at C1 (* B2) level; the ability to create/produce oral and written texts (including translations) at B2 level, the ability to adjust the vocabulary and style according to the text<br>2. The ability to linguistically analyse any oral or written speech act; the ability to apply the theoretical information/knowledge in practice (language teaching, monitoring and optimizing of verbal communication etc.) |
| Transversal competences | CT1 The ability to use language-related and literature-related constituents conforming to the professional ethics.<br>CT2 Teamwork, interpersonal communication, the ability to take on specific roles. |

**7. Course objectives (derived from the specific competences acquired)**

| | |
|---|---|
| 7.1 General objective of course | This course presents and discusses several linguistic phenomena situated both at the sytax-semantics and at the semantics-pragmatics interface. Its primary aim is for students to gain a high level of competence required for the analysis and explanation of certain complex linguistic phenomena, which do no clearly fall into one single field (the field of syntax, semantics or pragmatics) but are the product/result of the interaction between principles of syntactic organization and principles of semantic interpretation, on the one hand, or between the principles of semantic interpretation and the way language is used in context, on the other hand. |
| 7.2 Specific objectives | • to take a close look at linguistic phenomena that are to be found at the syntax, semantics and pragmatics interface;<br>• to apply the framework of generative syntax, formal semantics/possible world semantics and pragmatics to the analysis and explanation of these linguistic phenomena<br>• to gain new competences in describing the meaning of linguistic expression, to prove the existence of a complex relationship between the three levels of linguistic analysis<br>• to put the gained competences to use in one's own research project. |

**8. Contents**

| **8.1 Lectures** | Teaching methods | Remarks |
|---|---|---|
| 1. Intro course. A brief history of the syntax-semantics interface. | Enhanced lecture, interactive course | |
| 2. Argument structure and theta roles. Two hypotheses: the Universal Alignment Hypothesis and the Little Alignment Hypothesis | Enhanced lecture, interactive course | |
| 3. The syntax and semantics of the noun phrase | Enhanced lecture, interactive course | |
| 4. The syntax and semantics of the adjective phrase | Enhanced lecture, interactive course | |
| 5. The syntax and semantics of tense | Enhanced lecture, interactive course | |
| 6. The syntax and semantics of aspect | Enhanced lecture, interactive course | |
| 7. The syntax and semantics of the verb | Enhanced lecture, interactive course | |
| 8. The syntax and semantics of the verb and of the adjective: the resultative construction | Enhanced lecture, interactive course | |
| 9. The syntax and semantics of telicity constructions | Enhanced lecture, interactive course | |

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| | | |
|---|---|---|
| 10. The syntax and semantics of scope ambiguities | Enhanced lecture, interactive course | |
| 11. The syntax and semantics of exclamative and interrogative sentences | Enhanced lecture, interactive course | |
| 12. The syntax and semantics of imperative sentences | Enhanced lecture, interactive course | |
| 13. Speech acts | Enhanced lecture, interactive course | |
| 14. Revision | Enhanced lecture, interactive course | |

**Bibliography**

Austin, J. L. 1981 [1962]. *How to Do Things with Words*. Cambridge: Harvard University Press.
Chierchia, Gennaro, and Sally McConnell-Ginet. 2000. *Meaning and Grammar*. Cambridge: MIT Press.
Farkas, Imola-Ágnes. 2017. *The Syntax and Semantics of the Verb.* Cluj-Napoca: Casa Cărții de Știință.
Von Fintel, Kay, and Irene Heim. 2010. *Intensional Semantics*, MIT.
Kearns Kate. 2011. *Semantics*. Palgrave Macmillan. Second edition.
Levinson, Stephen C. 1983. *Pragmatics.* Cambridge: Cambridge University Press.
Oltean, Ştefan. 2003. *Introducere în semantica referenţială*. Cluj-Napoca: Presa Universitară Clujeană.
Oltean, Ștefan. 2013. On the semantics of fictional names. *Revue Roumaine de Linguistique* LVIII/4, 371-382.
Oltean, Ștefan. 2009. On the Semantics of Proper Names and of Common Names. *Studia UBB* 4, 157-168.
Partee, Barbara. 2014. A Brief History of the Syntax-Semantics Interface in Western Formal Linguistics. *Syntax-Semantics Interface* 1(1): 1-21.
Rosen, Carol. 1996–1997 [1984]. Interfaţa dintre rolurile semantice şi relaţiile gramaticale iniţiale (traducere din limba engleză). *Dacoromania*, II (1-2): 207-251.
Wechsler, Stephen. 2005. Resultatives Under the 'Event-Argument Homomorphism' Model of Telicity. In N. Erteschik-Shir and T. Rapoport (eds.), *The Syntax of Aspect: Deriving Thematic and Aspectual Interpretation*, 255-273. Oxford: OUP.
Zanuttini, Raffaella, and Paul Portner. 2003. Exclamative Clauses: At the Syntax-Semantics Interface. *Language* 79:(1): 39-81.

| **8.2 Seminars** | Teaching methods | Remarks |
|---|---|---|
| 1. Intro course. A brief history of the syntax-semantics interface | Discussions, exercises, problems | |
| 2. Argument structure and theta roles. Two hypotheses: the Universal Alignment Hypothesis and the Little Alignment Hypothesis | Discussions, exercises, problems | |
| 3. The syntax and semantics of the noun phrase | Discussions, exercises, problems | |
| 4. The syntax and semantics of the adjective phrase | Discussions, exercises, problems | |
| 5. The syntax and semantics of tense | Discussions, exercises, problems | |
| 6. The syntax and semantics of aspect | Discussions, exercises, problems | |
| 7. The syntax and semantics of the verb | Discussions, exercises, problems | |
| 8. The syntax and semantics of the verb and of the adjective: the resultative construction | Discussions, exercises, problems | |
| 9. The syntax and semantics of telicity constructions | Discussions, exercises, problems | |
| 10. The syntax and semantics of scope ambiguities | Discussions, exercises, problems | |
| 11. The syntax and semantics of exclamative and interrogative sentences | Discussions, exercises, problems | |
| 12. The syntax and semantics of imperative sentences | Discussions, exercises, problems | |

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|---|---|---|
| 13. Speech acts | Discussions, exercises, problems | |
| 14. Revision | Discussions, exercises, problems | |

**Bibliography**

Austin, J. L. 1981 [1962]. *How to Do Things with Words*. Cambridge: Harvard University Press.
Chierchia, Gennaro, and Sally McConnell-Ginet. 2000. *Meaning and Grammar*. Cambridge: MIT Press.
Farkas, Imola-Ágnes. 2017. *The Syntax and Semantics of the Verb*. Cluj-Napoca: Casa Cărții de Știință.
Von Fintel, Kay, and Irene Heim. 2010. *Intensional Semantics*, MIT.
Kearns Kate. 2011. *Semantics*. Palgrave Macmillan. Second edition.
Levinson, Stephen C. 1983. *Pragmatics*. Cambridge: Cambridge University Press.
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Wechsler, Stephen. 2005. Resultatives Under the 'Event-Argument Homomorphism' Model of Telicity. In N. Erteschik-Shir and T. Rapoport (eds.), *The Syntax of Aspect: Deriving Thematic and Aspectual Interpretation*, 255-273. Oxford: OUP.
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**9. Validating course contents based on the expectations of epistemic communities, professional associations and of potential employers related to the field of study.**

- the content of the course is based on the international bibliography on the syntax-semantics-pragmatics interface;
- the professor holds a PhD dissertation and has other articles in the domain of philology;
- some phenomena presented during the course/seminar meetings have been presented and discussed at several national and international conferences and workshops

**10. Assessment (examination)**

| Type of activity | 10.1 Assessment criteria | 10.2 Assessment methods | 10.3 Weight in the final grade |
|---|---|---|---|
| 10.4 Lecture | • Knowing and understanding, explaining, interpreting and analysing the most relevant phenomena at the syntax-semantics-pragmatics interface | Written test | 1/2 |
| 10.5 Seminar | • The ability to use the acquired theoretical knowledge in one's own research | Written test | 1/2 |
| 10.6 Basic performance standard | | | |
| • the student is able to understand and define the main concepts;<br>• basic language knowledge;<br>• correct answers (at least 50%)<br>the minimul level of the student's linguistic competence in oral and written expression in English is B2, according to the Common European Framework of Reference for Languages, which allows the student to communicate contents with a degree of complexity that is adequate for the requirements, in a well-structured, coherent discourse, without mistakes that could affect the process of understanding of the message | | | |
| Organizational details, exceptional situation management: | | | |

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| Date<br>8.03.2022 | Course tutor's signature | Seminar tutor's signature |
| Date of department endorsement<br><br>15.04.2022 | Head of department's signature | |
| Date of Dean's endorsement | Signature of the vice-Dean in charge | Faculty stamp |