



## SYLLABUS

*(The syntax-semantics-pragmatics interface. Interface phenomena)*

Academic year 2025-2026

### 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 programme/Qualification	Current trends in linguistics/MA in philology
1.7. Enrolment frequency	Full time

### 2. Information about the subject

2.1. Course title		The syntax-semantics-pragmatics interface. Interface phenomena				Course code		LME1239				
2.2. Course tutor					Imola-Ágnes FARKAS							
2.3. Seminar / practical course (laboratory) tutor					Imola-Ágnes FARKAS							
2.4. Year of study		1	2.5. Semester		2	2.6. Type of assessment		E	2.7. Course status		<a href="#">Contents</a>	DS
											<a href="#">Mandatory</a>	DO

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

3.1. Number of hours per week	<b>2</b>	of which: 3.2 course	<b>1</b>	3.3 seminar / <a href="#">practical course (laboratory)</a>	<b>1</b>
3.4. Total number of hours in the curriculum	28	of which: 3.5 course	14	3.6 seminar / <a href="#">practical course (laboratory)</a>	<b>14</b>
<b>Allotted time for individual study (ID) and self-study activities (SA)</b>					<b>hours</b>
Study based on textbook, course manual, recommended bibliography, personal notes (SA)					<b>28</b>
Additional research (in the library, online scientific databases/platforms, or field documentation)					20
Preparation for seminars / laboratory classes/ essays/ projects/ homework/ portfolios and reports					20
Tutoring					10
Assessment (examinations)					2
Other activities:					18
<b>3.7. Total hours for individual study (ID) and self-study activities (SA)</b>					<b>97</b>
<b>3.8. Total hours per semester</b>					<b>125</b>
<b>3.9. Number of credits</b>					<b>5</b>

### 4. Prerequisites (if necessary)

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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 / practical courses (laboratory classes)	Classroom with blackboard/whiteboard, computer/laptop and overhead projector

#### 6. Acquired specific skills

Professional/essential skills	<ul style="list-style-type: none"> <li>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</li> <li>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.)</li> </ul>
Transversal skills	<ul style="list-style-type: none"> <li>the ability to use language-related and literature-related constituents conforming to the professional ethics.</li> <li>teamwork, interpersonal communication, the ability to take on specific roles.</li> </ul>

#### 7. Course objectives (derived from the acquired specific skills)

7.1 General objective of course	This course presents and discusses several linguistic phenomena situated both at the syntax-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 not 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	<ul style="list-style-type: none"> <li>to take a close look at linguistic phenomena that are to be found at the syntax, semantics and pragmatics interface;</li> <li>to apply the framework of generative syntax, formal semantics/possible world semantics and pragmatics to the analysis and explanation of these linguistic phenomena</li> <li>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</li> <li>to put the gained competences to use in one's own research project.</li> </ul>



## 8. Contents

8.1 Course	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	
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	
<p><b>Bibliography</b>  Austin, J. L. 1981 [1962]. <i>How to Do Things with Words</i>. Cambridge: Harvard University Press.  Chierchia, Gennaro, and Sally McConnell-Ginet. 2000. <i>Meaning and Grammar</i>. Cambridge: MIT Press.  Farkas, Imola-Ágnes. 2017. <i>The Syntax and Semantics of the Verb</i>. Cluj-Napoca: Casa Cărții de Știință.  Von Stechow, Kai, and Irene Heim. 2010. <i>Intensional Semantics</i>, MIT.  Kearns Kate. 2011. <i>Semantics</i>. Palgrave Macmillan. Second edition.  Levinson, Stephen C. 1983. <i>Pragmatics</i>. Cambridge: Cambridge University Press.  Oltean, Ștefan. 2003. <i>Introducere în semantica referențială</i>. Cluj-Napoca: Presa Universitară Clujeană.  Oltean, Ștefan. 2013. On the semantics of fictional names. <i>Revue Roumaine de Linguistique</i> LVIII/4, 371-382.  Oltean, Ștefan. 2009. On the Semantics of Proper Names and of Common Names. <i>Studia UBB</i> 4, 157-168.  Partee, Barbara. 2014. A Brief History of the Syntax-Semantics Interface in Western Formal Linguistics. <i>Syntax-Semantics Interface</i> 1(1): 1-21.  Rosen, Carol. 1996-1997 [1984]. Interfața dintre rolurile semantice și relațiile gramaticale inițiale (traducere din limba engleză). <i>Dacoromania</i>, 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.), <i>The Syntax of Aspect: Deriving Thematic and Aspectual Interpretation</i>, 255-273. Oxford: OUP.  Zanuttini, Raffaella, and Paul Portner. 2003. Exclamative Clauses: At the Syntax-Semantics Interface. <i>Language</i> 79:(1): 39-81.</p>		
8.2 Seminar / practical course (laboratory class)	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	
13. Speech acts	Discussions, exercises, problems	
14. Revision	Discussions, exercises, problems	
<p><b>Bibliography</b>  Austin, J. L. 1981 [1962]. <i>How to Do Things with Words</i>. Cambridge: Harvard University Press.  Chierchia, Gennaro, and Sally McConnell-Ginet. 2000. <i>Meaning and Grammar</i>. Cambridge: MIT Press.  Farkas, Imola-Ágnes. 2017. <i>The Syntax and Semantics of the Verb</i>. Cluj-Napoca: Casa Cărții de Știință.  Von Stechow, Peter, and Irene Heim. 2010. <i>Intensional Semantics</i>, MIT.  Kearns Kate. 2011. <i>Semantics</i>. Palgrave Macmillan. Second edition.  Levinson, Stephen C. 1983. <i>Pragmatics</i>. Cambridge: Cambridge University Press.  Oltean, Ștefan. 2003. <i>Introducere în semantica referențială</i>. Cluj-Napoca: Presa Universitară Clujeană.  Oltean, Ștefan. 2013. On the semantics of fictional names. <i>Revue Roumaine de Linguistique</i> LVIII/4, 371-382.  Oltean, Ștefan. 2009. On the Semantics of Proper Names and of Common Names. <i>Studia UBB</i> 4, 157-168.  Partee, Barbara. 2014. A Brief History of the Syntax-Semantics Interface in Western Formal Linguistics. <i>Syntax-Semantics Interface</i> 1(1): 1-21.  Rosen, Carol. 1996–1997 [1984]. Interfața dintre rolurile semantice și relațiile gramaticale inițiale (traducere din limba engleză). <i>Dacoromania</i>, 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.), <i>The Syntax of Aspect: Deriving Thematic and Aspectual Interpretation</i>, 255-273. Oxford: OUP.  Zanuttini, Raffaella, and Paul Portner. 2003. Exclamative Clauses: At the Syntax-Semantics Interface. <i>Language</i> 79:(1): 39-81.</p>		

**9. Validating course contents based on the expectations of epistemic communities, professional associations and of potential employers related to the field of study.**

Date of approval  
Name and signature of Dean



- 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 Course	<ul style="list-style-type: none"> <li>• Knowing and understanding, explaining, interpreting and analysing the most relevant phenomena at the syntax-semantics-pragmatics interface</li> </ul>	Written test	1/2
10.5 Seminar/practical course (laboratory class)	<ul style="list-style-type: none"> <li>• The ability to use the acquired theoretical knowledge in one's own research</li> </ul>	Written test	1/2
10.6 Basic performance standard			
<ul style="list-style-type: none"> <li>• the student is able to understand and define the main concepts;</li> <li>• basic language knowledge;</li> <li>• correct answers (at least 50%)</li> </ul> <p>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</p>			

## 11. Labels ODD (Sustainable Development Goals)

	General label for Sustainable Development
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Date:  
5.02.2025

Course tutor's name and signature

Imola-Agnes Farkas

Seminar tutor's name and signature /  
Practical course tutor's (Laboratory tutor's)  
name and signature,  
Imola-Agnes Farkas

Date of approval:  
....

Head of Department's name and signature,

Petronia Popa-Petrar

Date of approval  
Name and signature of Dean