

Subject Code	ENGL2005
Subject Title	English Lexis and Semantics
Credit Value	3
Level	2
Pre-requisite / Co-requisite/ Exclusion	None
Objectives	This subject aims to develop students' knowledge of English morphology and semantics. It helps students to understand the linguistic concepts and their relationships to form, meaning and context of word use. It also trains students' skills in using language corpora and other online resources to investigate and generalize trends in modern vocabulary.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <p>Category A: Professional/academic knowledge and skills</p> <ol style="list-style-type: none"> a. understand the historical development of English vocabulary; b. analyze and describe morphological structure and semantic meaning of English words; c. apply concepts learnt to lexical analysis in various contexts and for different purposes; d. utilize corpora to investigate and develop lexical knowledge. <p>Category B: Attributes for all-roundedness</p> <ol style="list-style-type: none"> e. display critical and creative thinking in reading; f. develop a range of strategies for life-long learning through reading and computer research.
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1. Historical development of English vocabulary 2. Morphological study: word formation 3. Semantic study: word meaning and sense relations 4. Metaphor and figurative speech 5. Word in context 6. Neologisms and lexical change 7. Investigating vocabulary through corpora

Teaching/ Learning Methodology	Interactive lectures, seminars and group discussions, supplemented by use of WebCT and online corpus study.																																																				
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="446 541 1344 1071"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> </tr> </thead> <tbody> <tr> <td>1.In-class test</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2.Group presentation</td> <td>20%</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3.Term paper</td> <td>40%</td> <td></td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100%</td> <td colspan="6"></td> </tr> </tbody> </table> <p data-bbox="446 1108 1351 1543"> The assessments are designed to develop students' interest, sensitivity and ability in lexical study. The in-class test is to check students' understanding of basic concepts of semantics and morphology, and their ability to apply the knowledge to the analysis of word structure and word meaning in isolation and in context. The oral presentation provides students a chance to appreciate good use of words in media. It assesses how students can apply lexical knowledge in practice, and demonstrate that they understand words phonologically, morphologically, syntactically and semantically. The presentation is teamwork and can stimulate peer discussions and cooperative learning. The term paper is a brief report on individual lexical research through a particular method. </p>							Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1.In-class test	40%	✓	✓	✓		✓	✓	2.Group presentation	20%		✓	✓	✓	✓	✓	3.Term paper	40%		✓		✓	✓	✓	Total	100%						
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Student Study Effort Expected	Class contact:																																																				
	<ul style="list-style-type: none"> ▪ Lectures 					39 Hrs.																																															
	<ul style="list-style-type: none"> ▪ Seminars 					0 Hrs.																																															
	Other student study effort:																																																				

	<ul style="list-style-type: none"> ▪ Private study 	58 Hrs.
	<ul style="list-style-type: none"> ▪ Take-home assignments 	29 Hrs.
	Total student study effort	126 Hrs.
Reading List and References	<p>Brinton, L. J. (2000). <i>The Structure of Modern English</i>. Amsterdam: John Benjamins.</p> <p>Carter, R. (2003). <i>Vocabulary: applied linguistic perspectives</i>, 3rd edition, London: Routledge.</p> <p>Goatly, A. (1997). <i>The Language of Metaphors</i>. London: Routledge.</p> <p>Grimshaw, J. B. (2005). Words and Structure. Stanford, CA: Center for the Study of Language and Information.</p> <p>Hatch E & Brown C. (1995). <i>Vocabulary, Semantics, and Language Education: Cambridge University Press</i>.</p> <p>Howard J. (2002). <i>Grammar and Vocabulary: A resource book for students</i>, London and New York: Routledge.</p> <p>Jackson H. & E. Z. Amvela (2007). <i>Words, Meaning and Vocabulary: An Introduction to Modern English Lexicology</i>. London: Continuum. (recommended textbook)</p> <p>Lakoff, G. and Johnson, M. (1980). <i>Metaphors We Live By</i>. Chicago: University of Chicago Press.</p> <p>Metcalf, A. (2002). <i>Predicting New Words: the secret of their success</i>. New York: Houghton Mifflin Company.</p> <p>Partington, A. (1998). <i>Patterns and Meanings: using corpora for English language research and teaching</i>. Amsterdam; Philadelphia: J Benjamins.</p> <p>Sinclair, J. (2003). <i>Reading Concordances</i>. Harlow: Pearson/Longman.</p> <p>Sinclair, J. (2004). <i>Trust the Text: Language Corpus and Discourse</i>. London: Routledge.</p> <p>Stubbs, M. (2001). <i>Words and Phrases: corpus studies of lexical semantics</i>. Oxford: Blackwell Publishers.</p>	

Revised as of August 2017