

**COURSE DATA****DATA SUBJECT****Code:** 35512**Name:** Spanish semantics**Cycle:** Undergraduate Studies**ECTS Credits:** 6**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
1003 - Degree in Hispanic Studies, Spanish Language and Literature	Facultat de Filologia, Traducció i Comunicació	2	Second quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
1003 - Degree in Hispanic Studies, Spanish Language and Literature	Spanish semantics and lexicography	COMPULSORY

**COORDINATION**

PONS BORDERIA SALVADOR

**SUMMARY**

This course provides the basic and fundamental knowledge in general and Spanish semantics from a synchronic and diachronic point of view, necessary to approach the description of the semantic level of the Spanish language from a theoretical point of view and its practical applications. The main schools and concepts related to the study of meaning will be dealt with, as well as introducing some concepts of Semantics of the sentence and grammaticalization.

Other problematic issues related to the definition of the term meaning will also be addressed, and the link between Spanish semantics and the pragmatic level of Spanish (studied in the subject Pragmatics applied to Spanish) will be tackled, with the aim of achieving a unitary description of the notion of meaning, from the most codified to the context-dependent.

**PREVIOUS KNOWLEDGE****RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

There are no specified enrollment restrictions with other subjects of the curriculum.



## OTHER REQUIREMENTS

## COMPETENCES / LEARNING OUTCOMES

### 1003 - Degree in Hispanic Studies, Spanish Language and Literature

Adapt to different work environments in the field of language studies.

Apply information and communication technologies and computer tools to language studies.

Familiarity with techniques and methods of analysis of literary and non-literary texts and how they are applied to the Spanish language.

Know and apply the currents and methodologies of linguistics.

Knowledge of the internal and external history of the Spanish language.

Know the grammar and develop communicative competences in Spanish.

Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.

Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.

Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

The ability to assess and correct linguistic and literary texts in Spanish.

The ability to create correct and proper oral and written texts of different kinds.

The ability to identify problems and subjects for research and assess their importance in the field of Spanish language, literature and theatre.

## DESCRIPTION OF CONTENTS

### 1. Semantics as a Linguistic Discipline

- 1.1. Origin of Semantics. Traditional Semantics
- 1.2. Early developments of other perspectives in Semantics
- 1.3. Additional concepts
- 1.4. Types of meaning



## **2. Traditional Semantics**

- 2.1. Meaning relationships
  - 2.1.1. Lexical ambiguity
  - 2.1.2. Lexical relations
- 2.2. Meaning changes
  - 2.2.1. The evolution of meaning
  - 2.2.2. Causes of semantic change

## **3. Structural Semantics**

- 3.1. Introduction. Background
- 3.2. American structuralism
- 3.3. Coseriu's structural semantics

## **4. Cognitive Semantics**

- 4.1. Introduction
- 4.2. The problem of categorization
  - 4.2.1. Necessary and sufficient conditions model (criticized by cognitive theory)
  - 4.2.2. Prototype theory
- 4.3. The conceptualization of reality
- 4.4. Construction Grammar

## **5. Compositional Semantics**

- 5.1. Introduction
- 5.2. Propositional logic
- 5.3. Predicate logic
- 5.4. Treatment of quantifiers

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These contents will be translated into the following learning outcomes:

- To be able to handle relevant, specialized and updated bibliographic information.
- To be able to correctly and adequately elaborate oral and written texts of different types in Spanish.
- To be able to organize autonomously an own project of reflection or research within the area.



- Be able to rely on the philological and critical linguistic tradition to understand texts of reflection and linguistic research.
- To be able to apply information and communication technologies, computer tools, local or networked in the philological field.
- To be able to carry out information searches on the web, to use specialized databases and to manage complex information spaces.
- To be able to apply the knowledge acquired in semantics and lexicography from both a theoretical and applied perspective.
- Have the ability to locate and handle adequate tools and means to access the theoretical and practical bases of the study of meaning in Spanish.
- Be able to solve theoretical and practical problems related to semantics and lexicography, as well as analysis techniques from a critical and reflective perspective.
- Be able to recognize and reflect on basic concepts of word semantics and sentence semantics.
- To be able to identify differences between the different schools of semantics and lexicography.
- To be able to identify differences between the different schools of the study of meaning.
- Be able to solve problems related to the semantic and lexicographic level.
- Be able to describe the structure of the semantic fields of Spanish and the semantic description of some syntactic structures.
- To be able to describe the basic principles of cognitive semantics and orational semantics.

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	60,00
<b>Total hours</b>	<b>60,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	35,00



Independent study and work	45,00
Preparation of lessons	10,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>90,00</b>

## TEACHING METHODOLOGY

The teaching and learning methodology is structured around two types of activities (in-person and non-in-person):

a) In-person training activities constitute 40% of the course workload, equivalent to 60 teaching hours. These activities will describe and analyze the basic aspects of semantics and help students become aware of associated meaning problems. In-person classes will be theoretical-practical, especially in the Sentence Semantics section, where exercises will be conducted for each topic. If the Educational Innovation Project submitted to the UV is approved, this project will be incorporated into the course development.

b) Non-in-person student activities account for 60% of the course workload, equivalent to 90 hours. This personal work includes the critical reading and understanding of different mandatory readings, individual problem-solving tasks, and final exam preparation. All the mentioned work aims to foster a reflective spirit in students and actively involve them in the process of constructing and interpreting the semantics of statements.

## EVALUATION

The evaluation will consist of two distinct parts:

<b>EVALUATED ACTIVITY</b>	<b>% of final grade</b>
1. Activities and assignments	30%
2. Final exam	70%
<b>TOTAL</b>	<b>100%</b>

The exam grade is further broken down as follows:

- Written exam (60%)
- Sentence Semantics exam (10%)



**N.B: The evaluation system will be the same for all groups, as well as the type of work of the subject.**

In order to pass the course as a whole, it is necessary to achieve at least 50% of the grade corresponding to the exam.

The grade of the first item will only be added to the grade of the exam if the latter has been passed. That is to say, the grade for the practicals will not be computed if 50% of the exam has not been passed.

In the second call, the contents will be examined with the same evaluation criteria as in the first call. The marks of the work will be kept for the second call.

The course may be failed for spelling or for deficiencies in writing or presentation. One serious spelling error or three minor errors may result in the failure of the course.

Any attempt to copy or to generate work by means of AI will automatically result in the failure of the course in both exams.

The general grading system will follow the regulations of the University of Valencia approved by the Governing Council of 30/5/2017-ACGUV108/2017.

## REFERENCES

### a) Basic

- Casado Velarde, Manuel (2020): *Curso de semántica léxica*. Pamplona, EUNSA.
- Coseriu, Eugenio (1977): *Principios de semántica estructural*. Madrid, Gredos. Capítulos I y II.
- Cuenca, Maria Josep y Hilferthy, Joe (1999): *Introducción a la lingüística cognitiva*. Barcelona, Ariel.
- Escandell Vidal, Victoria (2004): *Fundamentos de Semántica composicional*. Barcelona, Ariel.

### b) Additional

- Casado Velarde, Manuel (1993): *Introducción a la gramática del texto en español*. Madrid, Arco/Libros.
- Cruse, D. A. (1986): *Lexical Semantics*. Cambridge, CUP.



- Kleiber, Georges (1990): *La sémantique du prototype*. Paris, PUF.
- Lakoff, G. (1987): *Women, Fire, and Dangerous Things: What Categories Reveal About the Mind*. Chicago
- Lakoff, G. y Johnson (1980): *Metaphors we live by*. Chicago, University.
- Lyons, J. (1995): *Linguistic Semantics*. Cambridge, CUP. Traducción española de 1997.