|  |  |
| --- | --- |
| **Course Title:** | **Semantics and Pragmatics** |
| **Course Code:** | **ENGL 412** |
| **Program:** | **B.A. English** |
| **Department:** | **English** |
| **College:** | **Science and Humanities in Rumah** |
| **Institution:** | **Majmaah University** |

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# A. Course Identification

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1. Credit hours:3** | | | |  | | | | | | | | | | | | |
| **2. Course type** | | | | | | | | | | | | | | | | |
| **a.** | University | |  | | College | | |  | Department | | | | **\*** | Others |  |  |
| **b.** | | Required | | | | **\*** | Elective | | |  |  | | | | | |
| **3. Level/year at which this course is offered:** | | | | | | | | | | | | **Level eight** | | | | |
| **4. Pre-requisites for this course** (if any)**:**  **ENGL 215 Introduction to Linguistics** | | | | | | | | | | | | | | | | |
| **5. Co-requisites for this course** (if any)**: NA** | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | |

## 6. Mode of Instruction (mark all that apply)

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage** |
| --- | --- | --- | --- |
| **1** | **Traditional classroom** |  |  |
| **2** | **Blended** | \* | 100% |
| **3** | **E-learning** |  |  |
| **4** | **Distance learning** |  |  |
| **5** | **Other** |  |  |

**7. Contact Hours** (based on academic semester)

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
| **1** | **Lecture** | 24 |
| **2** | **Laboratory/Studio** |  |
| **3** | **Tutorial** |  |
| **4** | **Others** (specify) |  |
|  | **Total** | 24 |

# B. Course Objectives and Learning Outcomes

|  |
| --- |
| 1. Course DescriptionThis course combines both Semantics and Pragmatics (meaning in language and meaning use and context). The course structure consists of two major modules (Module 1 Semantics) and (Module 2 Pragmatics) but will be approached interactively and interdisciplinarity.Module 1 Semantics:Semantics is the interdisciplinary sub-field of linguistics which investigates meaning in language (often contrasted with Pragmatics which studies meaning in use, despite the various overlaps/controversies between the two).Students will get acquainted with the central ideas, theories, terms, approaches, debates/controversies and questions in the field of semantics. The study of semantics can be taken from a range of different approaches. Major among these are: Sense & Reference, Referential theory, Conceptual theory, Componential Analysis, role of context (contextual theory of meaning), Original & Connotational meaning , Generative semantics , the interdisciplinary approach to meaning (psychology, philosophy, anthropology, etc.), lexical semantics and relational semantics(hyponymy, homonymy, polysemy synonymy, antonyms , idioms/catch/set phrases, metonymy, etc.) and semantic fields. In addition, this unit can also tackle theories of word/sentence meaning. A multi-faceted approach to the complex questions of meaning is highly recommended. The relationship between Semantics and Pragmatics is also outlined and discussed paving the way to the second module of the course which will be devoted to discussing Pragmatics and noting the many interrelationships, controversies and overlaps.Module 2 Pragmatics:Pragmatics is one of the major branches of linguistics that primarily deals with how people use language within a context, in real-life everyday communicative situations. It helps students to understand the interaction between language, use and grammar by providing an introduction to the key concepts and the major issues in the field of Pragmatics, covering, linguistic, cultural and cognitive domains.This part of the course probes the study of the uses and the effects of language, implied meaning, language as used in concrete situations and its impact on the world. Theoretical approaches of scholars in the field such as (C. Morris, Wittgenstein, Austin, Searle, Grice) will be briefly reviewed and discussed. Topics include: Speech Act Theory, Felicity Conditions, Conversational Implicature and Entailment, the Cooperative principle, Conversational maxims, Politeness(principles and patterns) , Phatic tokens, Deixis , Ambiguity, Presupposition and Nonverbal Communication.Finally, the interrelationships, controversies and overlaps within the two fields of Semantics and Pragmatics, will be highlighted and integrated with a view to proving the complexity of "meaning". |
| 2. Course Main Objective |
| 1. **To understand the tie between language and meaning on word, sentence and utterance level.** 2. **To explore the major theories of meaning from Semantics and Pragmatics perspectives.** 3. **To discuss the differences between: Semantics and Pragmatics.** 4. **To survey English lexical Semantics.** 5. **To probe the role of Context in shaping meaning.** 6. **To scrutinize the way ''*meaning*'' works in words, sentences, context and texts.** |

## 3. Course Learning Outcomes

| **CLOs** | | **Aligned****PLOs** |
| --- | --- | --- |
| 1 | **Knowledge and Understanding** |  |
| 1.1 | Recognize the major concepts of semantics, Pragmatics and demonstrate knowledge of lexical relations and derivational relations. | 1.2 |
| 1.2 | Differentiate Semantic relations that hold between sentences especially entailment and presupposition. | 1.3 |
| 1.3 | Identify the types of Truth-Conditional semantics. | 1.1 |
| **2** | **Skills :** |  |
| 2.1 | Use tools of logic to represent Semantic and Pragmatic meaning. | 2.1 |
| 2.2 | Apply semantics and Pragmatics components and their role in defining lexical relations, and uses | 2.2 |
| 2.3 | Assess and examine speech act theory, Gricean theory, and theories of concepts. | 2.3 |
| **3** | **Values:** |  |
| 3.1 | Use of electronic journals and data basis | 3.1 |
| 3.2 | Use of PowerPoint and laptop – projector systems | 3.2 |

# C. Course Content

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
| 1 | **Drop and Add week** | **0** |
| 2 | **Introduction to the course – Part 1** | **3** |
| 3 | **Part 2** | **3** |
| 4 | **Part 3** | **3** |
| 5 | **Part 4** | **3** |
| 6 | **Midterm Exam** | **3** |
| 7 | **Part 5** | **3** |
| 8 | **Part 6** | **3** |
| 9 | **Part 7** | **3** |
| 10 | **Part 8** | **3** |
| 11 | **Part 9** | **3** |
| 12 | **Part 10** | **3** |
| 13 | **Conclusions** | **3** |
| 14 | **Revision of the course** | **3** |
| 15 | **Revision of the course** | **3** |
| **Total** | | **42** |

# D. Teaching and Assessment

## 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

| **Code** | **Course Learning Outcomes** | **Teaching Strategies** | **Assessment Methods** |
| --- | --- | --- | --- |
| **1.0** | **Knowledge and Understanding** | | |
| 1.1 | Recognize the major concepts of semantics, Pragmatics and demonstrate knowledge of lexical relations and derivational relations. | Lecture and power point presentation | Assignments, tests and exams |
| 1.2 | Differentiate Semantic relations that hold between sentences especially entailment and presupposition. | Lecture and power point presentation | Assignments, tests and exams |
| 1.3 | Identify the types of Truth-Conditional semantics. | Lecture and power point presentation | Assignments, tests and exams |
| **2.0** | **Skills** | | |
| 2.1 | Use tools of logic to represent Semantic and Pragmatic meaning. | Lecture, power point presentation and whole group and small group discussion | Individual assignments and group quizzes, tests and exams |
| 2.2 | Apply semantics and Pragmatics components and their role in defining lexical relations, and uses | Lecture, power point presentation and whole group and small group discussion | Individual assignments and group quizzes, tests and exams |
| 2.3 | Assess and examine speech act theory, Gricean theory, and theories of concepts. | Lecture, power point presentation and whole group and small group discussion | Individual assignments and group quizzes, tests and exams |
| **3.0** | **Values** | | |
| 3.1 | Use of electronic journals and data basis | Individual oral presentation and essay writing | Individual assessment according to the effective oral and written form |
| 3.2 | Use of PowerPoint and laptop – projector systems | Individual oral presentation and essay writing | Individual assessment according to the effective oral and written form |

## 2. Assessment Tasks for Students

| **#** | **Assessment task\*** | **Week Due** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
| **1** | Participation | All along | 10% |
| **2** | Assignments | Week 12 | 15% |
| **3** | Midterm Exam | Week 6 | 25% |
| **4** | Final Examination | Week 19 | 50% |
| **5** | TOTAL |  | 100% |

**\*Assessment task** (i.e., written test, oral test, oral presentation, group project, essay, etc.)

# E. Student Academic Counseling and Support

|  |
| --- |
| **Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :** |
| * Academic advisors are available during office hours and hours allotted for academic advice (2 hours per week). Each staff member is assigned a number of students to whom they offer academic, psychological and social help when needed. |

# F. Learning Resources and Facilities

## 1.Learning Resources

|  |  |
| --- | --- |
| **Required Textbooks** | Linguistic Semantics, John Lyons, Oxford University Press. 2009  Semantics, F. R. Palmer, Cambridge University Press, 1995 (1s edn.) |
| **Essential References Materials** | Hatch, E and Brown B. 1995. Vocabulary, Semantics, and Language Education. Cambridge: CUP |
| **Electronic Materials** | * Semantics, A.P. Cowie, Oxford University Press, * Teaching page for A-level semantics * Intellexer, software for Semantic Analysis of Text * Noam Chomsky, On Referring, Harvard University, 30 October 2007(video) * Ray Jackendoff, Conceptual Semantics, Harvard University,13 November 2007(video) * Retrieved from "http://en.wikipedia.org/wiki/Semantics" * Steinmetz, Sol Semantic Antics: How and Why Words Change Meaning by (Hardcover - Mar 25, 2008) * Meaning in Language: An Introduction to Semantics and Pragmatics (Oxford Textbooks in Linguistics) by (Paperback - Mar 25, 2004) * Semantics (Introducing Linguistics) by John I. Saeed (Paperback - Feb 7, 2003) * Semantic Web for the Working Ontologist: Effective Modeling in RDFS and OWL by Dean Allemang and James Hendler (Paperback - May 9, 2008) * Explorer's Guide to the Semantic Web by Thomas B. Passin (Paperback - Mar 1, 2004) – Illustrated * A Semantic Web Primer, 2nd Edition (Cooperative Information Systems) by Grigoris Antoniou and Frank van Harmelen (Hardcover - Mar 31, 2008) * Semantic Web Technologies: Trends and Research in Ontology-based Systems by John Davies, Rudi Studer, and Paul Warren (Hardcover - Jul 11, 2006) * The Semantic Tradition from Kant to Carnap: To the Vienna Station by J. Alberto Coffa and Linda Wessels (Paperback - Jan 29, 1993) |
| **Other Learning Materials** |  |

## 2. Facilities Required

| **Item** | **Resources** |
| --- | --- |
| **Accommodation**  (Classrooms, laboratories, demonstration rooms/labs, etc.) | * Enough space is available at college for accommodating the students: * Lecture rooms can accommodate up to 50 students.   Laboratories accommodate up to 32 students. |
| **Technology Resources**  (AV, data show, Smart Board, software, etc.) | * Smart Boards, digital podiums and Internet facilities are available in the classrooms. * Well -equipped language labs are available at the college for students during practical lectures. |
| **Other Resources**  (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | * **Current resources are enough.** |

# G. Course Quality Evaluation

| **Evaluation**  **Areas/Issues** | **Evaluators** | **Evaluation Methods** |
| --- | --- | --- |
| Strategies for Obtaining Student Feedback on Effectiveness of Teaching | Instructors and coordinators | **#**A "Course evaluation" questionnaire done by the students on the university portal at the end of each term.  **#**A "Students' academic experience evaluation" questionnaire done by the students at the end of each term.  **#** A "Program evaluation" questionnaire done by the students at the end of each term. |
| Other Strategies for Evaluation of Teaching by the Instructor or by the Department | Instructors and coordinators | # Revising study plans of the department by the college committee of Academic Study Plans.  # Quality check by colleagues and Head of the Department. |

**Evaluation areas** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

**Evaluators** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

**Assessment Methods** (Direct, Indirect)

# H. Specification Approval Data

|  |  |
| --- | --- |
| **Council / Committee** | Department Council. |
| **Reference No.** | Department Council Meeting No.3 |
| **Date** | 7-2-1442 H |