



جامعة المجمعة
Majmaah University

رؤية
VISION
2030
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA

COURSE SPECIFICATIONS (CS)

Ramadan 1438 H , June 2017

Institution:	University College of Education , Majmaah University
Academic Department :	English
Programme:	B.A. in English
Course title and code:	Semantics and Pragmatics ENGL 412

Specification Approved Date :	10/11/2018
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This form compatible with Education Evaluation Commission (EEC) & NCAAA

Course Specifications:

Institution: Majmaah University	Date: 10/11/2018
College/Department : University College of Art and Education	

A. Course Identification and General Information:

1. Course title and code: Semantics and Pragmatics ENGL 412		
2. Credit hours: 3		
3. Program(s) in which the course is offered. B. A. in English		
4. Name of faculty member responsible for the course		
5. Level/year at which this course is offered: Level 8 / Third Year		
6. Pre-requisites for this course (if any): ENGL 215 Introduction to Linguistics		
7. Co-requisites for this course (if any): None		
8. Location if not on main campus: Majmaah		
9. Mode of Instruction (mark all that apply):		
a. traditional classroom	<input checked="" type="checkbox"/> * What percentage?	<input type="text" value="80 %"/>
b. blended (traditional and online)	<input checked="" type="checkbox"/> * What percentage?	<input type="text" value="20 %"/>
c. e-learning	<input type="checkbox"/> What percentage?	<input type="text"/>
d. correspondence	<input type="checkbox"/> What percentage?	<input type="text"/>
f. other	<input type="checkbox"/> What percentage?	<input type="text"/>
Comments:		

B Objectives

1. What is the main purpose for this course?
 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.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)
 1. Update text books and references.
 2. Use IT or web-based reference material such as videos.
 3. Use Electronic resources for worksheets and quizzes.

C. Course Description (Note: General description in the form used in Bulletin or handbook)

This 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 integratively and interdisciplinarily.

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".

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
1. Course Orientation- Introducing Semantics and Pragmatics	1	3
Module 1: Semantics	1	3
2. What is Semantics? Major Theories/Approaches of Meaning. : Sense & Reference, Referential theory, Conceptual theory, Truth-conditional Semantics, Componential Analysis, Contextual Theory of Meaning), Original & Connotational Meaning , Generative semantics, etc.		
3. The Scope of Semantics, Semantics and Interdisciplinarity (Semantics in other disciplines: philosophy, psychology, anthropology, etc.).	1	3
4. Field and Collocation	1	3
5. Lexical Semantics and Relational Semantics: Hyponymy, Homonymy, Polysemy, Synonymy, Antonyms , Idioms/Catch/Set Phrases, Metonymy, etc.	1	3
6. Word , Phrase and Sentence Meaning	1	3
7. Semantics vs. Pragmatics	1	3
Module 2 Pragmatics		
8. Definitions of basic concepts, approaches and terms in Pragmatics	1	3



9. Speech Acts (Austin and Searle) Cooperative Principles, Conversation Maxims and Implicature (Paul Grice). Criticisms of speech Act Theory (Derrida's criticism) (Midterm Test)	2	6
10. Reference and Inference	1	3
11. Presupposition and Entailment	1	3
12. Conversational Rules and Patterns (turn-taking, topic formation, topic shift, interruptions, etc.).	1	3
13. Deixis (pointing with language)	1	3
14. Revision and Final Exam	1	3

2. Course components (total contact hours and credits per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	45 hours	None	None	None	None	45 hours
	Actual	45 hours	None	None	None	None	45 hours
Credit	Planned	3 hours	None	None	None	None	3 hours
	Actual	3 hours	None	None	None	None	3 hours

3. Additional private study/learning hours expected for students per week.

2 hours per

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)



Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
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
2.3	Identify the types of Truth-Conditional semantics.	Lecture and power point presentation	Assignments, tests and exams
2.0	Cognitive 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	Interpersonal Skills & Responsibility		
3.1	Use English words, phrases and sentences correctly and appropriately in terms of meaning comprehensibility	group work participation and presentation discussion.	Assessing participation in the group, taking responsibility , working effectively and acting ethnically in personal or

			public forum. The ability of solving problems individually
3.2			
4.0	Communication, Information Technology, Numerical		
4.1	Use of electronic journals and data basis	Individual oral presentation and essay writing	Individual assessment according to the effective oral and written form
4.2	Use of PowerPoint and laptop – projector systems	Individual oral presentation and essay writing	Individual assessment according to the effective oral and written form
5.0	Psychomotor		
5.1	Not Applicable		
5.2			

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	1 st midterm	week 6-7	10 %
2	Participation	All along	10 %
3	Quizzes	All along	5 %
4	Home Assignments	All along	5 %
5	2 nd midterm	Week 11-12	10 %



6	Final	Week 14	60 %
7			
8			

D. Student Academic Counseling and Support

1 hour per course per week

E Learning Resources

1. List Required Textbooks

Hatch, E and Brown B. 1995. *Vocabulary, Semantics, and Language Education*. Cambridge: CUP

2. List Essential References Materials (Journals, Reports, etc.)

Linguistic Semantics, John Lyons, Oxford University Press. 2009

Semantics, F. R. Palmer, Cambridge University Press, 1995 (1s edn.)

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

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)

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)

30 seats

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- Lecture rooms well equipped with teaching aids
- Language labs
- Library
- Conference hall

2. Technology resources (AV, data show, Smart Board, software, etc.)

- Laptop computer
- Multimedia projector system

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

Peer evaluation,
Class observations by supervisors

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching

By meetings and discussing that in regular biases

2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department

By doing peer-evaluating per course.

4. Processes for Improvement of Teaching

Training sessions, workshops to facilitate experience exchange among faculty members

Regular meetings to discuss and solve problems

Discussion of challenges in the classroom with colleagues and supervisors

Encouraging faculty members to attend professional development conferences

Keep up to date with pedagogical theory and practice

Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing

last semester's teaching strategies and results

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

Check marking of a sample of examination papers either by a resident or visiting faculty member

2. Arrange with another institution to have two common test items included on an exam and compare marks given

3. Double-check papers by a second reader in case of students who believe they are underrated.

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

Compare syllabi and course description with other universities (including those on the net)

2. Bi-annual meetings of faculty members to discuss improvement

3. Have a curriculum review committee to review the curriculum periodically and suggest improvements

Name of Course Instructor: Dr.Sami Hussein

Signature: Reef

Date Specification Completed: 1/3/1440

Program Coordinator:Dr. AiedAnzi

Signature: Date Received:

