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| Institution : | University College of Science & Humanities ,  Majmaah University | |
| Academic Department : | English | |
| Programme : | BA | |
| Course title and code: | Semantics **ENG** 323 | |
| Specification Approved Date : | | 16/11/2017 |

**Course Specifications:**

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| **Institution:** Majmaa University | **Date:** 16/11/2017 |
| **College/Department :**  University College of Science and Humanities at Hotat Sudair | |

**A. Course Identification and General Information:**

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| 1. Course title and code: Semantics **ENG** 323 |
| 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  Reef Alharbi |
| 5. Level/year at which this course is offered:  Level 6 / Third Year |
| 6. Pre-requisites for this course (if any):None |
| 7. Co-requisites for this course (if any):  None |
| 8. Location if not on main campus: Hotat Sudair |
| 9. Mode of Instruction (mark all that apply):  **70 %**  **\***  a. traditional classroom What percentage?  **30 %**  **\***  b. blended (traditional and online) What percentage?  c. e-learning What percentage?  d. correspondence What percentage?  f. other What percentage?  **Comments:** |

**B Objectives**

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| 1. What is the main purpose for this course?   1. To introduce students to the science of meaning/Semantics. 2. To explore the major theories of meaning. 3. To discussing the differences between: Semantics and Pragmatics; 4. To surveying English lexical Semantics. 5. To investigating the role of Context in shaping meaning. 6. To examining the way ''*meaning*'' works in words, sentences and texts. |

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| 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)

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| Semantics is the interdisciplinary sub-field of linguistics which investigates meaning in language (often contrasted with Pragmatics which studies meaning in use, despite the lots of overlaps/controversies between the two).    Major among these are: Sense & reference, ٌreferential theory, conceptual theory, componential analysis, role of context (e.g. ٌSpeech Acts) , 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.    Teaching methods are expected to vary between lecturing ,task-based, seminars & presentations and assigning and guiding research – projects. Evaluation and assessment likewise take various but integrated forms: mid-test(s), quizzes, response/assigned papers, project work and final exam. |

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| **1. Topics to be Covered** | | |
| **List of Topics** | **No. of**  **Weeks** | **Contact hours** |
| 1. Course Orientation | 1 | 3 |
| 1. What is Semantics? | 2 | 6 |
| 1. Major Theories/Approaches of Meaning. | 3 | 9 |
| 1. Lexical Semantics | 2 | 6 |
| 1. Idioms, Catch/Set phrases | 1 | 3 |
| |  | | --- | | 6-Meaning and Context | | 7-Word Meaning & Sentence Meaning | | 8Meaning in Context( Speech Acts-Deixis -Implicatures, etc)(cf. interfaces between Semantics, Pragmatics, sociolinguistics and Discourse analysis). | | 2 | 6 |
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| **2. Course components (total contact hours and credits per semester):** | | | | | | | |
|  | | **Lecture** | **Tutorial** | **Laboratory/**  **Studio** | **Practical** | **Other:** | **Total** |
| **Contact**  **Hours** | **Planed** | 45 hours | None | None | None | None | 45 hours |
| **Actual** | 45 hours | None | None | None | None | 45 hours |
| **Credit** | **Planed** | 3 hours | None | None | None | None | 3 hours |
| **Actual** | 3 hours | None | None | None | None | 3 hours |

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| 3. Additional private study/learning hours expected for students per week.  2 hours per week |

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| 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 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 meaning. | Lecture , power point presentation and whole group and small group discussion | Individual assignments and group quizzes, tests and exams |
| **2.2** | Apply semantic components and their role in defining lexical relations, binary features and redundancy rules | 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 | 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** |  |  |  |

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| **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** | 1st midterm | week 6-7 | 20 % |
| **2** | Participation | All along | 10 % |
| **3** | Quizzes | All along | 5 % |
| **4** | Home Assignments | All along | 5 % |
| **5** | 2nd midterm | Week 11-12 | 20 % |
| **6** | Final | Week 14 | 40 % |
| **7** |  |  |  |
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**D. Student Academic Counseling and Support**

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| 8 hour per course per week |

**E Learning Resources**

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| 1. List Required Textbooks  |  | | --- | | **Hatch, E and Brown B. 1995. *Vocabulary, Semantics, and Language Education*. Cambridge: CUP** | |
| 1. 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.) |
| 1. 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**

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| 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**

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| 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. |
| 1. Processes for Improvement of Teaching   Training sessions, orkshops 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: Reef Alharbi**

**Signature: Reef**

**Date Specification Completed: 26/2/1439**

**Program Coordinator: Dr. Murad Al.Shboul**

**Signature: ………………………….. Date Received: ………………………………......**