



# Course Specification

— (Bachelor)

Course Title: **Semantics and Pragmatics**

Course Code: **ENGL 412**

Program: **Bachelor of Arts in English Language**

Department: **English Language**

College: **Education**

Institution: **Majmaah University**

Version: **T-153 2023**

Last Revision Date: **14-6-2023**



## Table of Contents

<b>A. General information about the course:</b> .....	3
<b>B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods</b> .....	5
<b>C. Course Content</b> .....	5
<b>D. Students Assessment Activities</b> .....	6
<b>E. Learning Resources and Facilities</b> .....	6
<b>F. Assessment of Course Quality</b> .....	7
<b>G. Specification Approval</b> .....	8





## A. General information about the course:

### 1. Course Identification

1. Credit hours: ( 3 )

#### 2. Course type

A.  University  College  Department  Track  Others  
B.  Required  Elective

3. Level/year at which this course is offered: ( Level 7 )

#### 4. Course general Description:

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 interactively 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".

### 5. Pre-requirements for this course (if any):

ENGL 215 Introduction to Linguistics

### 6. Co-requisites for this course (if any):

None

### 7. Course Main Objective(s):

**The course aims help students:**

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. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100%
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> <li>• Traditional classroom</li> <li>• E-learning</li> </ul>		
4	Distance learning		

## 3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	45
2.	Laboratory/Studio	----
3.	Field	----
4.	Tutorial	----
5.	Others (specify)	----
<b>Total</b>		<b>45</b>



## B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and understanding</b>			
1.1	Outline key concepts of Semantics and Pragmatics.	K2	-Lecture -Structured Class discussion	Exams, Quizzes
<b>2.0</b>	<b>Skills</b>			
2.1	(Cognition): Discuss, compare and contrast different features of Semantics and Pragmatics (approaches of meanings, speech acts, implicature, politeness, lexical relations, etc.)	S2	-Lecture -interactive class discussion	Exams, Quizzes
2.2	(communication): Demonstrate effective presentation and argumentation skills using knowledge of semantics and pragmatics.	S1	Presentation Participation Group assignment	Presentations Observation Rubric
<b>3.0</b>	<b>Values, autonomy, and responsibility</b>			
3.1	Show self-discipline or/and ethical standards or/and academic integrity	V1 & V2	Individual Assignment	Presentations Projects Observation Rubric

## C. Course Content

No	List of Topics	Contact Hours
1.	Introduction of Semantics and Pragmatics	6
2.	Semantics: What is Semantics? Major Theories/Approaches of Meaning. Sense & Reference, Referential theory, Conceptual theory, Truth-conditional	3





	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.).	3
4	Field and Collocation	
5	Lexical Semantics and Relational Semantics: Hyponymy, Homonymy, Polysemy, Synonymy, Antonyms, Idioms/Catch/Set Phrases, Metonymy, etc.	3
6	Words, Phrase and Sentence Meaning	3
7	Pragmatics: Definitions of basic concepts, approaches and terms in Pragmatics	3
8	Speech Acts (Austin and Searle) Cooperative Principles, Conversation Maxims and Implicature (Paul Grice). Criticisms of speech Act Theory (Derrida's criticism)	6
9	Reference and Inference	3
10	Presupposition and Entailment	3
11	Conversational Rules and Patterns (turn-taking, topic formation, topic shift, interruptions, etc.).	3
12	Deixis (pointing with language)	3
13	Revision	
<b>Total</b>		

#### D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Major Exams (Midterm & Final Exam)	Weeks 8 & 16	70%
2.	Course work: Assignment (competence and responsibility) Presentation, Group activities, Participation	Throughout the term	15%
3.	Quizzes (knowledge and Skills)	Week 5 & 12	15%
...			

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

#### E. Learning Resources and Facilities

##### 1. References and Learning Resources

###### Essential References

Linguistic Semantics, John Lyons, Oxford University Press. 2009  
Semantics, F. R. Palmer, Cambridge University Press, 1995 (1s edn.)





	Hatch, E and Brown B. 1995. <i>Vocabulary, Semantics, and Language Education</i> . Cambridge: CUP
<b>Supportive References</b>	<ul style="list-style-type: none"> <li>• Semantics, A.P. Cowie, Oxford University Press,</li> <li>• Teaching page for A-level semantics</li> <li>• Steinmetz, Sol Semantic Antics: How and Why Words Change Meaning by (Hardcover - Mar 25, 2008)</li> <li>• Meaning in Language: An Introduction to Semantics and Pragmatics (Oxford Textbooks in Linguistics) by (Paperback - Mar 25, 2004)</li> <li>• Semantics (Introducing Linguistics) by John I. Saeed (Paperback - Feb 7, 2003)</li> <li>• Semantic Web for the Working Ontologist: Effective Modeling in RDFS and OWL by Dean Allemang and James Hendler (Paperback - May 9, 2008)</li> <li>• Explorer's Guide to the Semantic Web by Thomas B. Passin (Paperback - Mar 1, 2004) – Illustrated</li> <li>• A Semantic Web Primer, 2nd Edition (Cooperative Information Systems) by Grigoris Antoniou and Frank van Harmelen (Hardcover)</li> <li>• The Semantic Tradition from Kant to Carnap: To the Vienna Station by J. Alberto Coffa and Linda Wessels (Paperback - Jan 29, 1993)</li> </ul>
<b>Electronic Materials</b>	<ul style="list-style-type: none"> <li>• Intellexer, software for Semantic Analysis of Text</li> <li>• Retrieved from <a href="http://en.wikipedia.org/wiki/Semantics">http://en.wikipedia.org/wiki/Semantics</a></li> <li>• Semantic Web Technologies: Trends and Research in Ontology-based Systems by John Davies, Rudi Studer, and Paul Warren (Hardcover - Jul 11, 2006)</li> </ul>
<b>Other Learning Materials</b>	

## 2. Required Facilities and equipment

Items	Resources
<b>facilities</b> (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	<ul style="list-style-type: none"> <li>• Lecture room are available at college for accommodating up to 25 students.</li> </ul>
<b>Technology equipment</b> (projector, smart board, software)	<ul style="list-style-type: none"> <li>• Smart Boards, digital podiums and Internet facilities are available in the classrooms.</li> <li>• Well -equipped Speech laboratory is available for students during practical lectures.</li> </ul>
<b>Other equipment</b> (depending on the nature of the specialty)	-----

## F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Instructor	Direct



Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Students assessment	Students, Instructor, Peer Reviewer	Direct and Indirect
Quality of learning resources	Instructor and Program Leaders	Direct and Indirect
The extent to which CLOs have been achieved	Students, Instructor and Program Leaders	Direct and Indirect
Other		

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

**Assessment Methods** (Direct, Indirect)

### G. Specification Approval

<b>COUNCIL /COMMITTEE</b>	
<b>REFERENCE NO.</b>	
<b>DATE</b>	

