



هيئة تقويم التعليم
Education Evaluation Commission
المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)

ENG 300

Semantics & Pragmatics

Course Specifications

Institution King Saud University	Date of Report 30/1/2019
College/Department College of Arts/Department of English Language and Literature	

A. Course Identification and General Information

1. Course title and code: Semantics & Pragmatics- ENG 300		
2. Credit hours: 3 hours		
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) B. A. in English		
4. Name of faculty member responsible for the course Several Professors		
5. Level/year at which this course is offered Seventh or Eighth Level /Fourth Year		
6. Pre-requisites for this course (if any) ENG 222		
7. Co-requisites for this course (if any) None		
8. Location if not on main campus		
9. Mode of Instruction (mark all that apply)		
a. Traditional classroom	What percentage? <input type="text" value="Yes"/>	<input type="text" value="70"/>
b. Blended (traditional and online)	What percentage? <input type="text"/>	<input type="text"/>
c. e-learning	What percentage? <input type="text" value="Yes"/>	<input type="text" value="30"/>
d. Correspondence	What percentage? <input type="text"/>	<input type="text"/>
f. Other	<input type="text"/> What percentage?	<input type="text"/>
Comments: All credit hours are carried out in a face-to-face traditional setting. However, the course is technology enabled making use of LMS to post the syllabus, content, online test and discussion boards etc.		

B. Objectives

1. What is the main purpose for this course?
 1. Explain formal semantics and pragmatics, two keys component of modern linguistics.
 2. Define some basic introduction to the technical tools used in the analysis of natural language semantics and pragmatics.
 3. Explain the core topics concerning word and sentence meaning in contemporary semantics, with the focus on understanding what the issues are.
 4. Examine a range of core topics concerning Gricean theory of conversational implication, presupposition, speech acts, and diexis.
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. The following series of orientation workshops are essential for BOTH faculty and students¹:
Faculty: assessment and teaching methods applied in Linguistic courses
Students:
Suggested workshops:
 - a) Basic skills with word processing software.
 - b) Plagiarism
 - c) Virtual classes
 - d) Critical and Investigative Thinking Skills
 - e) Scholarly Sources: When and How to use them
 2. End of term faculty meetings /workshops/discussions to assess efficacy of modes of instruction; material given; grading rubric; problems that need to be addressed
 3. Annually confirm availability of resources. The library must coordinate with department and Quality to confirm it is equipped with references and required material (see below)
 4. Provide support throughout the term from CWE (if available) and focused skills developments session to be offered by the relevant entities.
 5. All instructors should have a clearly written assignment guide for all assignments in the course. Work on a combined unified assignment guide for linguistic courses, or at least a unified standard.

¹ Workshops to be given by: the Centre for Writing in English (CWE) if available; Quality; Academic Improvement; Student Support Center if available; Library.

C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

Course Description:

Semantics and pragmatics addresses the multiple dimensions of meaning in natural language. It presents types of the meaning and the meaning relations both paradigmatic and syntagmatic ones. In addition to the meaning in natural language presented through extralinguistic features such as context and speech acting.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
Fundamental Questions: (i.e. what semantics is, what pragmatics is and how they differ from each other); defining semantic concepts including semantic relations (i.e. synonyms, hyponymy, polysemy, antonymy), Kinds of Meaning (i.e. denotation and sense), token and type, lexical and structural semantics (meaning), truth-conditional semantics, truth value, recursiveness, categorematic vs syncategorematic words, introducing possible worlds, extension and intension.	2	6
Introduction to Set Theory:	1	3
Meaning and Truth Conditions and Inference	1	3
Predicate Logic	1	3
Quantifiers and Scope	1	3
Indefinite and Anaphora	1	3
Definite NPs	1	3
World, Tense, Modality and Intensionality	1	3
Argument Structure	1	3
Implicature	1	3
Presupposition	1	3
Speech Acts	1	3
Deixis	1	3
Revision	1	3

		2. Course components (total contact hours and credits per semester):					
		Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	Planned	42 hours				3 hours	45 hours
	Actual						
Credit	Planned	3 hours					3 hours



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	Actual						
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3. Additional private study/learning hours expected for students per week.	6 hours
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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.)

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge Students should be able to:		
1.1	Recognize the concept of Semantics, Pragmatics and the differences between them	1. Lectures 2. Class discussion 3. In-class analysis of data 4. Extra handouts	1- Class Discussion 2- Presentations 3- Quizzes 4- Midterm 5- Group Assignment 6- Final Exam
1.2	Recognize the use of technical tools for semantic and pragmatic analysis		
2.0	Cognitive Skills Students should be able to:		
2.1	Explain what constitutes the domain of Semantics	7- Lectures 8- Class Discussion 9- Team work 1- Collaborative Learning	10- Class Discussion 11- Presentations 12- Quizzes 13- Midterm
2.2	Explain what constitutes the domain of Pragmatics		



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			1- Group Assignment 14- Final Exam
3.0	Interpersonal Skills & Responsibility Students should be able to:		
3.1	Demonstrate how Semantics relates to other sub-fields of Linguistics	1- Lectures 2- Class Discussion 3- Team work 4- Collaborative Learning	1- Class Discussion 2- Presentations 3- Quizzes 4- Midterm 5- Group Assignment Final Exam
3.2	Demonstrate how Pragmatics relates to other sub-fields of Linguistics	5- Lectures 6- Class Discussion 7- Team work 8- Collaborative Learning	6- Class Discussion 7- Presentations 8- Quizzes 9- Midterm 10- Group Assignment Final Exam
4.0	Communication, Information Technology, Numerical Students should be able to:		
4.1	Develop writing and verbal skills for communication	This should be encouraged by the instructors in using any means of communication in class or outside class.	1. Class presentations 2. Group work 3. Journals
4.2	Search using the digital library database.	Compilation of relevant bibliography	1. Use digital library database to compile a bibliography of the latest and/or most relevant scholarly articles dealing with the topic. 2. Correct referencing format and use of sources will be tested.
4.3	Operate the internet to download information and make use of useful web links.	Students will be encouraged to make extensive use of material on	1. Demand the use of references in both group presentations and the research paper



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		the web and the digital library.	2. Students will be graded on their use of online scholarly material on their research papers
4.4	Operate the internet to communicate with the teaching staff or faculty	The use of LMS and email.	The use of a professional email address and language
5.0	Psychomotor		
5.1	N/A	N/A	N/A

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Quizzes and Assignments	Week 4 and week 11	20%
2	Midterm	Week 9	20%
3	Final Exam	Week 16	60%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
4 hours per week; email

E. Learning Resources

1. List Required Textbooks

- Henriette de Swart. Introduction to Natural Language Semantics. CSLI, 1998.
- Howard Gregory. Semantics. Routledge Language Workbooks, 2000.
- Yan Huang. Pragmatics. Oxford University Press, 2014

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

- _ B Partee, A ter Meulen and R Wall. Mathematical Methods in Linguistics, Kluwer, 1990.
- _ J Allwood, L-G Andersson and O Dahl. Logic in Linguistics, CUP, 1977.
- _ L T F Gamut. Introduction to Logic, Volume 1 Chicago, 1991
- _ J McCawley. Everything that Linguists have always wanted to know about Logic, Blackwell, 1981



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<ul style="list-style-type: none">_ P Portner and B Partee (eds). Formal Semantics: The Essential Readings, Blackwell, 2002_ Henriette de Swart. Introduction to Natural Language Semantics, CSLI, 1998._ Paul Portner. What is Meaning Blackwell Publishing, 2005._ Howard Gregory. Semantics Routledge Language Workbooks, 2000._ Michael Morris. An introduction to the philosophy of language Cambridge University Press,
3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software. <ul style="list-style-type: none">- CD-ROMs (available with required text)- Collection of additional speech sound recordings- Iphone/Android applications

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.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) Lecture rooms large enough to hold 30-40 students
2. Computing resources (AV, data show, Smart Board, software, etc.) Laptop computer - projector system
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) None

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching <ul style="list-style-type: none">1. Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class (administered by the instructor)2. End of term college evaluation of course by students (to be collected by the department)3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better4. Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from one another on specific points outlined by the department and the instructor being evaluated
2. Other Strategies for Evaluation of Teaching by the Program/Department Instructor <ul style="list-style-type: none">1. Peer evaluation to benefit from viewpoints of other faculty members2. Class observations by coordinators or Head of department
3. Processes for Improvement of Teaching <ul style="list-style-type: none">1. Training sessions2. Workshops to facilitate the exchange of experiences amongst faculty members



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| <ol style="list-style-type: none">3. Regular meetings with coordinators and other instructors of the course where problems and challenges are discussed and solutions given4. Encouragement of faculty members to attend professional development conferences.5. Keep up to date with pedagogical theory and practice6. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results |
| <ol style="list-style-type: none">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)<ol style="list-style-type: none">1. Regular meetings with the coordinator and other instructors to exchange samples of exam papers to verify standards of students' achievement.2. Check marking of a sample of examination papers by another faculty member.3. Students who believe they are under graded can have their papers checked by a second reader |
| <ol style="list-style-type: none">1. Compare syllabi and course description with other universities2. Conduct peer review or course observation3. Biannual meetings of faculty members to discuss improvement4. Review curriculum periodically and suggest improvements5. Apply students course evaluation survey6. External examiner |

Faculty or Teaching Staff: _____

Signature: _____ **Date Report Completed:** _____

Received by: _____ **Dean/Department Head**

Signature: _____ **Date:** _____