Course Specifications

Course Title:	**Semantics and Pragmatics**
Course Code:	**LING 242**
Program:	**Applied Linguistics**
Department:	**Applied Linguistics**
College:	**College of Languages**
Institution:	**Princess Nourah bint Abdulrahman University**

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A. Course Identification

1. Credit hours: 4

2. Course type

a. University ☐   College ☐   Department ☑   Others ☐

b. Required ☑   Elective ☐

3. Level/year at which this course is offered: Level 6

4. Pre-requisites for this course (if any):   Morphology and Syntax LING 233

5. Co-requisites for this course (if any):   None

6. Mode of Instruction (mark all that apply)

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

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	40
2	Laboratory/Studio	-
3	Tutorial	
4	Others (specify)	-
	Total	40

B. Course Objectives and Learning Outcomes

1. Course Description   This course introduces students to semantics and pragmatics, major branches of linguistics concerned with the study of meaning in language and in use.

2. Course Main Objective   This course introduces students to the following topics in semantics and pragmatics, the two main branches of the linguistic study of meaning: a. how semantics is concerned with the resources provided by a language,   b. how pragmatics is concerned with how those resources are put to use in communication.   c. theoretical concepts, terms and approaches in the two fields.

3. Course Learning Outcomes

	CLOs	Aligned PLOs
1	**Knowledge and Understanding:**	
1.1	Define theoretical concepts and technical terms in semantics and pragmatics.	K2
1.2	Recognize how meaning is tied to word classes (adjectives, nouns and verbs) and English grammar (aspect, tense, modality, scope and quantification).	K1
2	**Skills:**	
2.1	Compare and contrast between the types of meaning.	S4
2.2	Interpret messages efficiently in communicative situations.	S5
3	**Values:**	
3.1	Show self-confidence in discussions and taking appropriate decisions and being responsible for them.	V1

C. Course Content

No	List of Topics	Contact Hours
1	Studying meaning	6
2	Adjective meanings	4
3	Noun vocabulary	3
4	Verbs and situations	6
5	Figurative language	3
6	Tense and aspect	3
7	Modality, scope and qualification	6
8	Pragmatics	4
9	Connecting utterances to the background	3
	Revision	2
Total		**40**

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	Define theoretical concepts and technical terms in semantics and pragmatics.	Lecture using visuals. Chunking Activities in class. Assignments.	Quiz – Mid – Final exam
			Quiz – Mid – Final exam
1.2	Recognize how meaning is tied to word classes (adjectives, nouns and verbs) and English grammar (aspect, tense, modality, scope and quantification).		Assignment Activity (e.g. semantic mapping) – Final exam
2.0	**Skills**		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
2.1	Compare and contrast between the types of meaning.	Inquiry-based instruction. Analyzing images. Brainstorming.	Quiz – Mid – Final exam Activity (discussion or blog)
2.2	Interpret messages efficiently in communicative situations.	See, think, wonder. Differentiated instruction.	Assignment Activity (e.g. semantic mapping) Activity (discussion or blog)
3.0	**Values**		
3.1	Show self-confidence in discussions and taking appropriate decisions and being responsible for them.	Think, pair, share.	Activity (discussion or blog)

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Assignments	3-5	10 %
2	Quiz	4	5%
3	Activities (discussion – student blog – semantic mapping – reflection paper)	4-10	15%
4	Mid-term exam	6	30%
5	Final exam	TBA	40

*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:
● Each instructor will have office hours available for the students.
● Also, each instructor will provide the students with the course specification document at the beginning of the course which will include other means of contact, like e-mail, social media account, and website.
● For academic guidance, students may consult their assigned academic advisors.

F. Learning Resources and Facilities

1.Learning Resources

Required Textbooks	Patrick Griffith (2006) Introduction to Semantics and Pragmatics. Edinburgh: Edinburgh University Press (available online – Pdf).
Essential References Materials	Davis, S., & Gillon, B. S. (2003) Semantics: A reader. Oxford: Oxford University Press. Kreidler, C. (2002) Introducing English Semantics. London: Routledge. Saeed, J. I.. (2002) Semantics (2nd ed.). Oxford: Blackwell. Steinmetz, S. (2008) Semantic Antics: How and why words change meaning. London: Random House.

	James R. Hurford and Brendan Heasley. (1997) <u>Semantics: A Coursebook</u>. Cambridge University Press. Stephen Levinson (1983) <u>Pragmatics</u>. Cambridge: Cambridge University Press. (Fifteenth printing, 2003).
Electronic Materials	a. http://www.teachit.co.uk/armoore/lang/semantics.htm b. https://www.journals.elsevier.com/journal-of-pragmatics/ c. http://cslu.cse.ogi.edu/HLTsurvey/ch3node7.html d. Newspaper website: www.SaudiGazette.com e. Blackboard f. Saudi Digital Library and PNU Database (Acknowledge)
Other Learning Materials	None

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms should be large enough and should be equipped with the sufficient number of chairs (a desk and a chair for each student).
Technology Resources (AV, data show, Smart Board, software, etc.)	Lecture room should be equipped with e-podium and projector for presentations and course instruction.
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	None

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching ● Students' general standard in the course based on their test scores. ● Assignments completed by the students in accordance with expected standards. ● Tracking the students' progress and grades. ● Using anonymous students' feedback throughout semester. ● Students' evaluation of the course via questionnaires.	Students	Indirect
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor ● Regular meetings to be held by the course coordinator. ● Examining the course/teacher evaluations at the quality assurance unit at the end of each semester. ● Examining the students' grades by the department. ● Evaluation of a sample exam by the department.	Coordinator Department	Direct
3 Processes for Improvement of Teaching ● Workshops and training sessions to be held by the course coordinator.	Coordinator Instructors	Direct

Evaluation Areas/Issues	Evaluators	Evaluation Methods
● Instructors are encouraged to attend/participate in professional conferences as well as to research and publish.		
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) ● A certain strategy of marking and distribution of marks can be agreed on among the teaching staff members teaching the same course(s). ● Second marking can also be an effective strategy for verifying standards student achievement and marking policy. ● Internal course periodic review occurs in accordance with NCAAA. The course review includes course reporting, student surveys, and the annual program review itself conducted under the supervision of the quality assurance unit.	Member staff	Indirect
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. ● Reviewing recommendations by previous teaching staff in course report and studying their possible application. ● Meeting of teaching staff arranged by the course coordinator is aimed as brainstorming for ideas on developing the course at the beginning of the semester. ● Reviewing the course content periodically in light of what is available to students through the internet and other similar textbooks. ● Students will be encouraged to express/write their opinions about the course and will be asked to suggest ways to improve it.	Coordinator Students	Direct

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	Applied Linguistics Program Committee (1) Applied Linguistics Department Council (4) College Council (4)
Reference No.	Applied Linguistics Program Committee (1) Applied Linguistics Department Council (4) College Council (4)
Date	Applied Linguistics Program Committee (1) 9-2-1444 Applied Linguistics Department Council (4) 7-3-1444 College Council (4) 22-3-1444

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