



## Course Specifications

|                      |  |
|----------------------|--|
| <b>Course Title:</b> | <b>Introduction to Semantics &amp; Pragmatics</b>  |
| <b>Course Code:</b>  | <b>ENG-3/497</b>   |
| <b>Program:</b>      | <b>Bachelor's Program in English</b>   |
| <b>Department:</b>   | <b>Department of English</b>   |
| <b>College:</b>      | <b>College of Arts &amp; Humanities-<br/>Jazan (Male and Female Campus), Samtah (Female Campus),<br/>Darb (Female Campus), Ardah (Female Campus), Dayer<br/>(Female Campus), and Farasan (Female Campus)</b> |
| <b>Institution:</b>  | <b>Jazan University</b>  |

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## A. Course Identification

|  |
|--|
| <b>1. Credit hours:</b> 3 credit hours   |
| <b>2. Course type</b>  |
| a. University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/> |
| b. Required <input type="checkbox"/> Elective <input checked="" type="checkbox"/>  |
| <b>3. Level/year at which this course is offered:</b> Level seven- fourth year   |
| <b>4. Pre-requisites for this course (if any):</b> Introduction to Linguistics   |
| <b>5. Co-requisites for this course (if any):</b> None   |

### 6. Mode of Instruction (mark all that apply)

| No | Mode of Instruction   | Contact Hours | Percentage |
|----|-----------------------|---------------|------------|
| 1  | Traditional classroom | 45            | 100%       |
| 2  | Blended               |               |            |
| 3  | E-learning            |               |            |
| 4  | Distance learning     |               |            |
| 5  | Other                 |               |            |

### 7. Contact Hours (based on academic semester)

| No | Activity                           | Contact Hours |
|----|------------------------------------|---------------|
| 1  | Lecture                            | 45            |
| 2  | Laboratory/Studio                  |               |
| 3  | Tutorial                           |               |
| 4  | Others (quiz, assignment ,midterm) |               |
|    | <b>Total</b>                       | <b>45</b>     |

## B. Course Objectives and Learning Outcomes

### 1. Course Description

This is a three hours credit course offered to bachelor degree students. This course offers a basic introduction to pragmatics and semantics. It is concerned with aspects of meaning that go beyond what is logically implied and related to how language is used in context, including conversational implicatures (inferences that arise through reasoning about the speaker's adherence to conversational maxims like "Be as informative as you can") and presuppositions (notions that a speaker or utterance takes for granted). Phenomena such as these will guide students to consider how meaning is used and that to give the meaning of something is to give the conditions under which it can be used. The course is geared towards students who want to acquire the core concepts in pragmatics needed to be able to pursue their further studies in linguistics and related disciplines (such as psychology, information science, computational linguistics, philosophy, etc.).

### 2. Course Main Objective

- To explore how language is manipulated to convey different types of meaning;

- To learn how to respond effectively and appropriately to different meanings in natural conversation.
- To provide practice in analyzing the impact of truth conditions, context, and speaker intention on the interpretation of meaning.
- To practice reading and discussing linguistic literature on pragmatics in order to gain insight into both theoretical aspects and practical applications of meaning construction in communication.

### 3. Course Learning Outcomes

| CLOs     |   | Aligned PLOs |
|----------|---|--------------|
| <b>1</b> | <b>Knowledge and Understanding: the students will be able to</b>  |              |
| 1.1      | Apply modern pragmatic theories using real data   | K3           |
| 1.2      | Distinguish between semantics, pragmatics, semiotics and other sub-disciplines within the field of pragmatics                                     | K2           |
| 1.3      | Identify lexical relations between sentences, including paraphrase, entailment, implicature, and presupposition                                   | K2           |
| <b>2</b> | <b>Skills : the students will be able to</b>  |              |
| 2.1      | Develop maturity and self-growth in learning about one's own language and other languages.  | S1           |
| 2.2      | Develop critical thinking skills to analyze and synthesize the different pragmatic characteristics within one's own language and other languages. | S3           |
| 2.3      | Demonstrate the skill of recognition and distinction of the different terms of modern Pragmatics.   | S2           |
| <b>3</b> | <b>Values: the students will be able to</b>   |              |
| 3.1      | Collaborate with peers to achieve possible shared goals in semantic and pragmatic perspectives  | V2           |

### C. Course Content

| No | List of Topics   | Contact Hours |
|----|--|---------------|
| 1  | <b>Studying meaning</b><br>Overview<br>1.1 Pragmatics distinguished from semantics<br>1.2 Types of meaning<br>1.3 Semantics<br>Summary Exercises   | 7             |
| 2  | <b>Adjective meanings</b><br>Overview<br>2.1 Using language to give the meanings of words<br>2.2 Sense relations relevant to adjectives<br>2.3 Constructions with adjectives<br>Summary<br>Exercises | 7             |
| 3  | <b>Noun Vocabulary</b><br>Overview<br>3.1 The has-relation<br>3.2 Hyponymy<br>3.3 Incompatibility<br>3.4 Count nouns and mass nouns<br>Summary   | 8             |

|              |   |           |
|--------------|---|-----------|
|              | Exercises   |           |
| 4            | <b>Verbs and Situations</b><br>Overview<br>4.1 Causatives<br>4.2 Situation types<br>Summary<br>Exercises  | 7         |
| 5            | <b>Figurative language</b><br>Overview<br>5.1 Literal and figurative usage<br>5.2 Irony, presuppositions and metonymy<br>5.3 Metaphor<br>Summary<br>Exercises | 8         |
| .6           | <b>Pragmatics</b><br>Overview 132<br>8.1 Conversational implicature<br>8.2 Presuppositions<br>8.3 Speech Acts<br>Summary<br>Exercises                         | 8         |
| <b>Total</b> |   | <b>45</b> |

## 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  | <b>Knowledge and Understanding: students will be able to</b>  |  |   |
| 1.1  | Apply modern pragmatic theories using real data   | Lectures<br>Class discussion<br>Drills in phonetic description, pronunciation, and transcription<br>E-learning | Class participation<br>Quizzes and assignments<br>2 Midterm exams<br>Final written exam |
| 1.2  | Distinguish between semantics, pragmatics, semiotics and other sub-disciplines within the field of pragmatics | Lectures<br>Class discussion<br>Drills in phonetic description, pronunciation, and transcription<br>E-learning | Class participation<br>Quizzes and assignments<br>2 Midterm exams<br>Final written exam |

| Code       | Course Learning Outcomes  | Teaching Strategies  | Assessment Methods   |
|------------|---|--|--|
| 1.3        | Identify lexical relations between sentences, including paraphrase, entailment, implicature, and presupposition                                   | Lectures<br>Class discussion<br>Drills in phonetic description, pronunciation, and transcription<br>E-learning | Class participation<br>Quizzes and assignments<br>2 Midterm exams<br>Final written exam  |
| <b>2.0</b> | <b>Skills: students will be able to</b>   |  |  |
| 2.1        | Develop maturity and self-growth in learning about one's own language and other languages.  | PowerPoint, Lectures, group discussions  | Students could be given a text and be asked to analyze features like coherence, cohesion, intertextuality, cataphora, anaphora, etc.   |
| 2.2        | Develop critical thinking skills to analyze and synthesize the different pragmatic characteristics within one's own language and other languages. | PowerPoint, Lectures, group discussions  | Analytical questions on the use of gender in discourse<br>Students could be given a text and they could be asked to deal with the speech act components in it, or the politeness principle<br><br>If you wish to ask a subjective question, then please make sure you <b>use verbs like “Discuss”, “Analyze”, “Distinguish between”</b> . You could otherwise start the question with <b>“How”</b> |
| 2.3        | Demonstrate the skill of recognition and distinction of the different terms of modern Pragmatics.   | PowerPoint, Lectures, group discussions  | Students could be given a text and be asked to analyze features like coherence, cohesion, intertextuality, cataphora, anaphora, etc.   |
| <b>3.0</b> | <b>Values: students will be able to</b>   |  |  |
| 3.1        | Collaborate with peers to achieve possible shared goals in semantic and pragmatic perspectives  | Discussions, group work, peer group presentation, Assignment   | Assignments (OR) Presentations   |

## 2. Assessment Tasks for Students

| # | Assessment task* | Week Due | Percentage of Total Assessment Score |
|---|------------------|----------|--------------------------------------|
| 1 | Quiz             | 4-6      | 10                                   |
| 2 | Midterm          | 7-10     | 20                                   |
| 3 | Assignment       | 6-11     | 10                                   |
| 4 | Final            | 15       | 60                                   |
|   | <b>Total</b>     |          | <b>100</b>                           |

\*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 :**

Teachers are allotted 10 office hours a week for student consultations. Further, every student has an academic advisor whom the student approaches for personal or behavioral issues. Sometimes, the advisor acts as a bridge between the students and the course teachers.

## F. Learning Resources and Facilities

### 1. Learning Resources

|                                       |   |
|---------------------------------------|---|
| <b>Required Textbooks</b>             | <i>Introduction to Semantics and Pragmatics</i> by Patrick Griffiths 2006<br>Edinburgh Press  |
| <b>Essential References Materials</b> | <p>1. Green, Georgia M. 1996. 2nd ed. <i>Pragmatics and Natural Language Understanding</i>. Mahwah, N.J: Erlbaum. (ISBN: 0-8058-2166-X).</p> <p>2. Huang, Yan. <i>Pragmatics</i>, 2007. Oxford University Press. (ISBN: 978-19-924368-6.)</p> <p>3. Grundy, P (2008) <i>Doing Pragmatics</i>, 3rd edn, London: Hodder Education..</p> |
| <b>Electronic Materials</b>           | <p>Excerpt from <i>Meaning and Grammar on entailment</i></p> <ul style="list-style-type: none"> <li>• Birner, B. (2012) <i>Introduction to Pragmatics</i>, Chap. 2 ('Gricean Implicature')</li> </ul>   |
| <b>Other Learning Materials</b>       | General book on Semantics and Pragmatics  |

### 2. Facilities Required

| Item   | Resources  |
|--|--|
| <p><b>Accommodation</b><br/>(Classrooms, laboratories, demonstration rooms/labs, etc.)</p>   | <p>Data show<br/>PowerPoint presentation<br/>Computers wired for the Internet.<br/>Online learning Platform BB</p> |
| <p><b>Technology Resources</b><br/>(AV, data show, Smart Board, software, etc.)</p>  | SmartBoard , Av  |
| <p><b>Other Resources</b><br/>(Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)</p> | Photocopiers   |

## G. Course Quality Evaluation

| Evaluation Areas/Issues                          | Evaluators  | Evaluation Methods  |
|--|---|---|
| Planning course distribution and syllabus        | Course teachers   | Meetings and Course plans   |
| Course Follow-up                                 | Course Leaders  | Course Follow-up reports  |
| Unified Final Exam                               | Course Coordinator in coordination with course leaders /course teachers                 | Table of Specification/Blue print                                     |
| Student's questionnaire once during semester     | Students  | Online questionnaire of Course satisfaction                           |
| Students' application for rechecking of scripts. | Reevaluation committee by department  | Re-Correction of quiz, assignment, midterm and final students scripts |
| Curriculum improvement                           | Department curriculum committee meets regularly and recommends revision for improvement | Meetings  |
| Course Learning outcomes                         | Teachers  | CLOs Direct Assessment Sheet.   |

**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

|                            |  |
|----------------------------|--|
| <b>Council / Committee</b> |  |
| <b>Reference No.</b>       |  |
| <b>Date</b>                |  |