



Course Specification

(Bachelor)

Course Title: Semantics & Pragmatics
Course Code: LANT1404
Program: English Language, BA
Department: Languages and Translation
College: Education and Arts
Institution: University of Tabuk
Version: 2023.10
Last Revision Date: 2022

Table of Contents

A. General information about the course:	3
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods	4
C. Course Content	4
D. Students Assessment Activities	5
E. Learning Resources and Facilities	5
F. Assessment of Course Quality	6
G. Specification Approval	6





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: (7)

4. Course general Description:

This course is concerned with introducing students to the meaning of language. It starts with illuminating the difference between semantics and pragmatics. The course gives a basic understanding of concepts within the fields of semantics and pragmatics. Various concepts are illustrated, both theoretically and through the execution of problem-based exercises. Within the field of semantics, the emphasis will be on types and dimensions of meaning, lexical semantics, contextual variability of word meaning, paradigmatic sense relations of inclusion, and paradigmatic relations of exclusion and opposition. Pragmatics covers the topics of entailment, presupposition, the cooperative principle, implication, speech acts, and politeness.

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

LANT1209 Introduction to Linguistic Studies

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

None

7. Course Main Objective(s):

The general objectives of this course are to help students to:

- Define key terminology and concepts in semantics and pragmatics.
- Become more aware of language usage in context.
- Understand the distinction between semantics and pragmatics.
- Learn about the range of topics covered under semantics and pragmatics.
- Discuss, explain, and illustrate semantic and pragmatic analyses and methodology.

2. Teaching mode (mark all that apply)

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

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

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Identify the semantics and pragmatics distinctions.	K2	Lectures Readings Class discussions	Exams Quizzes Research Paper
1.2	Demonstrate knowledge of the key terminology and concepts in semantics and pragmatics.	K2		
1.3	Recognize language usage in context.	K1		
1.4	Identify linguistic pragmatic analyses and methodology.	K2		
2.0	Skills			
2.1	Apply the important concepts in semantics, pragmatics, and related branches of linguistics within given data.	S1	Lectures Readings Class discussions Class activities	Assignments Exams Presentation of Research Paper Findings
2.2	Illustrate how the context attaches meaning to utterances by gathering data through inquiry and observation.	S3		
2.3	Analyze examples from daily life for pragmatics and socio-pragmatics.	S4		
2.4	Evaluate opposing theoretical views on covered semantic and pragmatic concepts.	S4		
3.0	Values, autonomy, and responsibility			
3.1	Adhere to academic and research values and ethics.	V1	Class discussions	Research Paper
3.2	Manage tasks autonomously.	V2	Class discussions Class activities	Research Paper Presentation of Research Paper Findings



C. Course Content

No	List of Topics	Contact Hours
1	The semantics and pragmatics distinction (Chapter 1, Peccei, 1990)	3
2	Types and dimensions of meaning (Chapter 3, Cruse, 2000)	3
3	Introduction to lexical semantics (Chapter 5, Cruse, 2000)	3
4	Contextual variability of word meaning (Chapter 6, Cruse, 2000)	3
5	Paradigmatic sense relations of inclusion (Chapter 8, Cruse, 2000)	3
6	Paradigmatic relations of exclusion and opposition (Chapter 9, Cruse, 2000)	3
7	Entailment (Chapter 2, Peccei, 1990)	3
8	Presupposition (Chapter 3, Peccei, 1990)	3
9	The co-operative principle and Implicature (Chapter 4, Peccei, 1990)	3
10	More on implicatures (Chapter 5, Peccei, 1990)	3
11	Speech Acts (Chapter 6, Peccei, 1990)	3
12	More about speech acts (Chapter 7, Peccei, 1990)	3
13	Politeness, Positive Politeness, Negative Politeness (Chapter 8, Peccei, 1990)	3
14	Making sense (Chapter 9, Peccei, 1990)	3
15	Exploring pragmatics Projects (Chapter 10, Peccei, 1990)	3
		45

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Chapter Quizzes	Week 4 & 11	10%
2.	Assignments	Week 3 & 7	10%
3.	Midterm Exam	Week 8	20%
4.	Research Paper	Week 13	10%
5.	Presentation of Research Paper Findings	Week 14 & 15	10%
6.	Final Exam	Week 16-17	40%

*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	1. Cruse, Alan. (2000). Meaning in Language: An Introduction to Semantics and Pragmatics. USA: Oxford University Press. 2. Peccei, Jean Stilwell. (1999), Pragmatics. London; New York: Routledge
Supportive References	1. Ariel, M. (2010). Defining Pragmatics. Cambridge U. Press. 2. Birner, B. (2012). Introduction to Pragmatics. Wiley-Blackwell. 3. Levinson, Stephen. (1983). Pragmatics. Cambridge: Cambridge University Press.





	<p>4. Huford, J. & Heasley, B. (1983). Semantics: A Coursebook. Cambridge: Cambridge University Press.</p> <p>5. Leech, G. (1981). Semantics (2nd ed.). Harmondsworth: Penguin Books.</p> <p>6. Löbner, S. (2002). Understanding Semantics. London, UK: Arnold Publishers.</p>
Electronic Materials	None
Other Learning Materials	None

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms
Technology equipment (projector, smart board, software)	Data show
Other equipment (depending on the nature of the specialty)	None

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students	<p>1. Direct method: Faculty-student meeting to get students' oral feedback.</p> <p>2. Indirect method (survey): Confidential (anonymous) completion of a course evaluation questionnaire</p>
Effectiveness of Students' assessment	Students and Peer reviewers Faculty, Program Leaders	<p>1. Direct method: a. Faculty-student meeting to get students' oral feedback. b. Regular meetings between the teachers and the course coordinator</p> <p>2. Indirect method (survey): Confidential (anonymous) completion of a course evaluation questionnaire</p>
Quality of learning resources	Students and Peer reviewers (course coordinator and other instructors teaching the course)	<p>1. Direct method: a. Faculty-student meeting to get students' oral feedback. b. Regular meetings between the teachers and the course coordinator</p> <p>2. Indirect method (survey): Confidential (anonymous) completion of a course evaluation questionnaire</p>



Assessment Areas/Issues	Assessor	Assessment Methods
The extent to which CLOs have been achieved	Faculty, Program Leaders, Peer Reviewer	Periodic Revisions and Program Annual Report
Other		

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

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	Council of the Department of Languages and Translation
REFERENCE NO.	MEETING No.9/1445
DATE	15/04/1445

