



# Course Specification

— (Bachelor)

**Course Title:** *Semantics*

**Course Code:** *ENG4211*

**Program:** *English: Linguistics Track*

**Department:** *Department of English*

**College:** *College of Social Sciences*

**Institution:** *Umm Al-Qura University*

**Version:** 2

**Last Revision Date:** *2023- 1445*



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## A. General information about the course:

### 1. Course Identification

1. Credit hours: 4 hours

#### 2. Course type

A.  University  College  Department  Track  Others  
B.  Required  Elective

3. Level/year at which this course is offered: Year 4 – Level 10

#### 4. Course general Description:

*This course is designed for undergraduate students, and it is an introduction to theories of semantics in modern linguistics. This course is divided into two modules; these two modules offer brief overviews of some approaches and theories of semantics in modern linguistics.*

*The first module focuses on a speaker's intuition and semantic knowledge. This module explores types of semantic knowledge, such as the sense of lexical words, the proposition of declarative sentences and ambiguity. It also discusses the way speakers use language to describe both a real and an unreal world through the use of references or denotations. In addition, it presents aspects of sentence-level relative to a predicate and its arguments. These arguments are semantically classified on the basis of their roles in a situation, termed thematic roles or theta-roles.*

*In order to bring students the excitement of current development in the field, the second module introduces basic notions in logic. In this module, students will be trained to use basic tools and techniques of logic in an intuitive and engaging manner. This training helps students to recognize the semantic relations that hold between two propositions, known as truth-conditions (truth-values). The truth-condition approach is used to formally characterize aspects of sentence-internal semantics, such as entailment and presupposition.*

*Throughout the semester, assignments will be required to develop students' analytical semantic skills of simple sentences in both English and Arabic.*

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

*Foundations of Linguistics 1*

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

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

*This course aims to develop students' linguistic knowledge by analyzing the sense of word-level, the proposition of sentence-level and the logic of complex propositions. It also aims to encourage an active approach on the part of students toward real life contexts in a natural language .*



## 2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	4 hrs. per week	%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	4hrs x 11wks
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
<b>Total</b>		<b>44 hours</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	Identify basic concepts in lexical semantics, such as the sense of lexical items, the proposition of declarative sentences, utterances, speaker meaning, sentence meaning, reference (denotation), theta-roles and a predicate.	<b>K2</b>	Lectures Handouts	Answering instructor's questions  Exams
1.2	Identify the truth-values of propositions in English and later on in Arabic.	<b>K3</b>	Lectures Handouts	
<b>2.0</b>	<b>Skills</b>			
2.1	Resolve some semantic puzzles and problems relative to the sense of lexical	<b>S2</b>	Lectures Online activities	Written Exam Assignments



Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	items, the proposition of declarative sentences, utterances, speaker meaning, sentence meaning, references (denotation) and ambiguity.			
2.2	Calculate the truth-value of simple and complex propositions in English and later Arabic.	<b>S3</b>	Lectures Online activities	Written Exam Assignments
2.3	Compose a well-researched and well-structured squib relative to a semantic phenomenon in Arabic.	<b>S5</b>	An individual activity	A squib
<b>3.0</b>	<b>Values, autonomy, and responsibility</b>			
3.1	Commit to the standards of integrity, punctuality, responsibility, and ethical behavior in class participation, preparation of assignments, and exams.	<b>V1</b>	Individual and small group discussion	Instructor's comments and Peer evaluation
3.2	show the tendency of continuous self-learning and independence in work and education.	<b>V2</b>		

### C. Course Content

No	List of Topics	Contact Hours
1.	<i>Semantics in linguistics</i>	4
2.	<i>Meaning, thought and reality</i>	4
3.	<i>Sentence relations and truth</i>	6
4.	<i>Sentence semantics 1: Situations</i>	4
5.	<i>Sentence semantics 2: Participants</i>	6
6.	<i>Reference and Context Knowledge as Context</i>	4
7.	<i>Meaning components</i>	4
8.	<i>Formal semantics (A brief overview)</i>	4
9.	<i>Cognitive semantics (A brief overview)</i>	6
10.	<i>Exams</i>	2
<b>Total</b>		<b>44</b>

### D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Two exams	5 - 9	30%





No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
2.	Activities and assignments	weekly	10%
3.	A squib	10	10%
4.	Written Final Exam	12	50%

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

## E. Learning Resources and Facilities

### 1. References and Learning Resources

<b>Essential References</b>	Saeed, John. (2016). <i>Semantics</i> (4th ed.). Wiley Blackwell.
<b>Supportive References</b>	Altshuler, D. Parsons, T. & Schwarzschild, R. (2019). <i>A course in semantics</i> . Mit Press. Kroeger, Paul. (2019). <i>Analyzing meaning: An introduction to semantics and pragmatics</i> (2nd ed.). Language Science Press. Löbner, Sebastian. (2013). <i>Understanding semantics</i> (2nd ed.). Routledge. Portner, Paul. (2005). <i>What is meaning? Fundamentals of Formal Semantics</i> . Blackwell Publishing. Palmer, F.R. (1981). <i>Semantics</i> (2nd ed.). Cambridge University Press.
<b>Electronic Materials</b>	All things linguistics <a href="https://allthingslinguistic.com">https://allthingslinguistic.com</a> Linguistlist: <a href="https://linguistlist.org">https://linguistlist.org</a>
<b>Other Learning Materials</b>	

### 2. Required Facilities and equipment

Items	Resources
<b>facilities</b> (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	<i>Classrooms</i>
<b>Technology equipment</b> (projector, smart board, software)	<i>Projector, internet, AV</i>
<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	<i>Peer reviewer</i>	<i>Sample of exam papers and a form</i>
Effectiveness of Students' assessment	<i>Peer reviewer</i>	<i>Sample of exam papers and a form</i>
Quality of learning resources	<i>Students</i>	<i>Questionnaires</i>





Assessment Areas/Issues	Assessor	Assessment Methods
The extent to which CLOs have been achieved	<i>Teachers</i>	<i>Exams</i>
Other		

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

**Assessment Methods** (Direct, Indirect)

### G. Specification Approval

<b>COUNCIL /COMMITTEE</b>	<b>DEPARTMENT COUNCIL</b>
<b>REFERENCE NO.</b>	<b>424040414453/132022</b>
<b>DATE</b>	<b>07 Rabi-II 1445 – 22 October 2023</b>

