



المركز الوطني للتقويم والاعتماد الأكاديمي  
National Center for Academic Accreditation and Evaluation

## ATTACHMENT 5.

# T6. COURSE SPECIFICATIONS (CS)





هيئة تقويم التعليم  
Education Evaluation Commission

## Course Specifications

Institution: <b>Imam Muhammad Ibn Saud Islamic University</b> Date:
College/Department : <b>College of Languages and Translation/ Department of English Language and Literature</b>

### A. Course Identification and General Information

1. Course title and code: <b>Semantics Eng. 363</b>																				
2. Credit hours: <b>3 hours</b>																				
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) <b>BA in English Language, Literature and Translation</b>																				
4. Name of faculty member responsible for the course																				
5. Level/year at which this course is offered: <b>Level: 5 -Year: 3<sup>rd</sup> year</b>																				
6. Pre-requisites for this course (if any): <b>Introduction to Linguistics (L3) &amp; ENG Syntax</b>																				
7. Co-requisites for this course (if any): <b>None</b>																				
8. Location if not on main campus: <b>Main campus for Male students/Girls Section for Female Students</b>																				
9. Mode of Instruction (mark all that apply): <table><tr><td>a. traditional classroom</td><td><input checked="" type="checkbox"/></td><td>What percentage?</td><td><input type="text" value="100"/></td></tr><tr><td>b. blended (traditional and online)</td><td><input type="checkbox"/></td><td>What percentage?</td><td><input type="text"/></td></tr><tr><td>c. e-learning</td><td><input type="checkbox"/></td><td>What percentage?</td><td><input type="text"/></td></tr><tr><td>d. correspondence</td><td><input type="checkbox"/></td><td>What percentage?</td><td><input type="text"/></td></tr><tr><td>f. other</td><td><input type="checkbox"/></td><td>What percentage?</td><td><input type="text"/></td></tr></table>	a. traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="100"/>	b. blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>	c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text"/>	d. correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>	f. other	<input type="checkbox"/>	What percentage?	<input type="text"/>
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f. other	<input type="checkbox"/>	What percentage?	<input type="text"/>																	
Comments:																				

## B Objectives

1. What is the main purpose for this course?

To examine meaning from a variety of perspectives; including how it is encoded in words and sentences, how native speakers interpret language, and how truth and falsehood can emerge from the complexity of the meaning.

Accordingly, by the end of this course, students should be able to:

- 1- Identify basic ideas about semantics.
- 2- Explain clearly the differences between Sentences, Utterances and Propositions
- 3- Discuss the relationship between Reference and Sense
- 4- Discuss Referring Expressions
- 5- Explain the relationship between Predicator and Predicate.
- 6- Discuss Predicates, referring Expression, and Universe of Discourse
- 7- Explain Deixis, Definiteness and Context.
- 8- Explain Extensions and Prototypes.
- 9- Explain Sense Properties and Stereotypes.
- 10- Discuss sense relations between individual predicates.
- 11- Identify sense relations between individual predicates in sentences
- 12- Write logic notations correctly

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)

- Keeping up with the new publications in the field.
- Updating the content of the course in light of recent research and recently published textbooks.
- Integrating technology and websites related to theoretical semantics and study of meaning.
- Including a part about pragmatics in the course content.

## C. Course Description (Note: General description in the form used in Bulletin or handbook)

Course Description: **This three-hour credit course introduces level 5 undergraduate students to the basic principles of modern linguistic semantics and explains how languages organize and express meaning through words, parts of words, sentences It is meant for advanced undergraduate students in linguistics who are competent to identify lexical relations between sentences including paraphrase, entailment, implicature, and presupposition. The aim is to span the gap between semantic theory and practice by getting students to think for themselves and to develop strong practical skills with confidence and conviction. Topics include: differences between Sentences, Utterances and Propositions, the relationship between**

**Reference and Sense, Referring Expressions, Predicates, referring Expression, and Universe of Discourse, Deixis, Definiteness and Context, Extensions and Prototypes, Sense Properties and Stereotypes, sense relations between individual predicates in sentences and speech act theory.**

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Unit 1: Basic Ideas in Semantics	1	3 hrs.
Unit 2: Sentences, Utterances and Propositions	1	3 hrs.
Unit 3: Reference and Sense	1	3 hrs.
Unit 4: Referring Expressions	1	3 hrs.
Unit 5: Predicator and Predicate	2	6 hrs.
Unit 6: Predicates, referring Expression, and Universe of Discourse	1	3 hrs.
Unit 7: Deixis, Definiteness and Context	1	3 hrs.
Unit 8: Extensions and Prototypes	1	3 hrs.
Unit 9: Sense Properties and Stereotypes	2	6 hrs.
Unit 10: Sense relations (1)	2	6 hrs.
Unit 11: Sense relations (2)	1	3 hrs.
Unit 12: About logic	1	3 hrs.

2. Course components (total contact hours and credits per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	42	6				48
	Actual	42					
Credit	Planned	3					3
	Actual	3					

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

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.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	<b>Knowledge:</b> Students at the end of the program should be able to:	Class lectures	Exams & quizzes
1.1	Define knowledge and skills related to Basic Ideas in Semantics in connection o other linguistics subjects	Class discussion	Written papers Students PP presentations
1.2	Outline the major concepts of semantics such Reference and Sense, Predicator and Predicate, Deixis, Sense relations, Properties and Stereotypes and wring correct logic notations.	PP presentations	
2.0	<b>Cognitive Skills:</b> Students at the end of the program should be able to:	Class lectures	Exams & quizzes
2.1	Interpret how knowledge and skills of semantics can be devised to give solutions to unfamiliar problems related to the meaning and theoretical semantics.	Class discussion PP presentations	Written papers Students PP presentations
2.2	Generate ideas, methods, approaches, and perspectives as appropriate to teaching the disciplines of the English semantics and studies related to meaning interpretations.		
3.0	<b>Interpersonal Skills &amp; Responsibility:</b> Students at the end of the program should be able to:		Exams & quizzes
3.1	use appropriate evidence of understanding and implantation of the semantics related topics and concepts included in the course.	Class discussion	Written papers Students PP presentations
3.2	demonstrate an appropriate level of ethical behavior that reflects responsibility geared towards appreciation of the philosophical, cultural and social contexts of students inside and outside the classroom while working on accomplishing semantics projects and research skills.	PP presentations	
4.0	<b>Communication, Information Technology, Numerical:</b> Students at the end of the program should be able to:	Class lectures	Exams & quizzes
4.1	Communicate effectively and fluently with correct oral and written English forms to convey information about semantics to different levels of audiences.	Class discussion PP presentations	Written papers Students PP presentations
4.2	Correctly use information and communications technology in investigating issues and analyzing data		

	to identify relevant statistical techniques to apply them creatively in interpreting semantics information and propose solutions to them.		
5.0	Psychomotor: N/A		
5.1			
5.2			

#### 5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Quiz	4	5%
2	Midterm	7	20%
3	PP presentation	9	5%
4	Paper	11	10%
5	Final	16	60%
6			
7			
8			

#### 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)

**3 hours a week.**

#### E Learning Resources

1. List Required Textbooks

**Semantics: A Course Book: CUP, 2007**

By

- **JAMES R. HURFORD: Professor of General Linguistics, University of Edinburgh**
- **BRENDAN HEASLEY: Consultant (Postgraduate Training), Sharjah Women's College, United Arab Emirates**

**MICHAEL B. SMITH: Associate Professor of Linguistics, Oakland University**

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

- **Alkhuli, M. (2002) An Introduction to Semantics. Dar Al Falah. Amman.**
- **Lyons, J. (1995). Semantics. Cambridge: Cambridge University Press.**
- **Mey, J. (2001). Pragmatics. New York: Arnold.**
- **Saeed, J. Semantics. (2nd ed.). Oxford: Oxford University Press.**

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

- **Journal of Semantics- Oxford journals:**

**[http://www.oxfordjournals.org/our\\_journals/semant/about.html](http://www.oxfordjournals.org/our_journals/semant/about.html)**

- **Semantics and Pragmatics, A Journal of the Linguistic Society of America.**

**<http://semprag.org/article/view/sp.9.1/pdf>**

- **Journal of Literary Semantics. <https://www.degruyter.com/view/j/jlse>**

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

In process

## 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.) <ul style="list-style-type: none"> <li>- <b>Lecture rooms.</b></li> <li>- <b>Computer labs.</b></li> </ul>
2. Technology resources (AV, data show, Smart Board, software, etc.) <ul style="list-style-type: none"> <li>- <b>A class computer.</b></li> <li>- <b>Data Show Projector.</b></li> <li>- <b>Smart Board equipped Classrooms</b></li> </ul>
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"> <li>- <b>Formal, anonymous course evaluations by students at the end of course</b></li> <li>- <b>In addition to informal student feedback throughout the semester.</b></li> <li>- <b>Feedback from host institutions where students do their practical training.</b></li> </ul>
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department <b>In class Peer Review to give support and disseminate good practice.</b>
3. Processes for Improvement of Teaching <ul style="list-style-type: none"> <li>- <b>Holding regular meetings between course conveners and instructors to address problems of the course</b></li> <li>- <b>Discussing challenges in the classroom with colleagues and admin staff</b></li> </ul> <b>On-gong review of last semester's teaching strategies and results to set goals for achieving excellence in teaching.</b>
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) <p><b>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)</b></p> <ul style="list-style-type: none"> <li>- <b>Identify rubrics for each students' activity or assignment</b></li> <li>- <b>Checking grading of a sample of examination papers either by a resident or visiting faculty member</b></li> </ul>





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- **Arranging with another institution to have two common test items included on an exam and compare marks given**

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

**Course specifications to be reviewed periodically in line with course evaluations by students, course reports by teachers, feedback from host institutions, and program reviews.**

Name of Course Instructor: \_\_\_\_\_

Signature: \_\_\_\_\_ Date Specification Completed: \_\_\_\_\_

Program Coordinator: \_\_\_\_\_

Signature: \_\_\_\_\_ Date Received: \_\_\_\_\_

