

Form (H)

Short course description

Course title: Introduction to Semantics and Pragmatics	Course number and code: 246 LINE
Previous course requirement: 236 LINE	Language of the course: English
Course level: Six	Effective hours: 3 hours

وصف المقرر :

Course description

<p>Semantics and Pragmatics addresses the multiple dimensions of meaning in natural language. It presents as a first part of the course types of meaning and meaning relations both paradigmatic and syntagmatic ones. In the second part, meaning in natural language is presented through extralinguistic features such as context, inferencing, and speech acting.</p>	
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Course objectives

أهداف المقرر

<p>The objective of the course is to:</p> <ul style="list-style-type: none"> ▪ Introduce students to the principles of semantics and pragmatics. ▪ Draw the attention of students to the complexity of meaning in natural language processing. 	
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Learning outcomes (understanding, knowledge, and intellectual and scientific skills)

After studying this course, the student is expected to be able to know:

<p>Learning outcomes:</p> <ul style="list-style-type: none"> ▪ Participating actively in collecting data from society ▪ Analyzing this data through the theoretical frameworks presented in the course ▪ Critically thinking about the various methods in the 	
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process of analysis	
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Adopted Textbook

Title of the book	Author's name	Publisher's name	Date of publication
<i>Meaning in language: An introduction to semantics and pragmatics</i>	Alan Cruse	Oxford University Press	2004
Supporting references			
<i>Explorations in Semantics and Pragmatics</i>	Geoffrey Leech	John Benjamins B.V.	1980

Semantics and Pragmatics Course Specification

Institution	KING SAUD UNIVERSITY
College	Languages and Translation
Department	English Language and Translation

A. Course identification and general information

Course title and code	Introduction Semantics and Pragmatics 246
Credit hours	LINE 3
Program(s) in which the course is offered	English Language and Translation
Name of faculty member responsible for the course	NONE
Level/year at which this course is offered	Six
Prerequisites for this course	236 LINE
Co-requisites for the course (if any)	NONE
Location if not on main campus	MAIN CAMPUS

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B. Objectives

1. Summary of main learning outcomes.	<p>The objective of the course is to:</p> <ul style="list-style-type: none"> • Introduce students to the principles of semantics and pragmatics. • Draw the attention of students to the complexity of meaning in natural language processing.
2. Course development plans	

C. Course Description

Semantics and Pragmatics addresses the multiple dimensions of meaning in natural language. It presents as a first part of the course types of meaning and meaning relations both paradigmatic and syntagmatic ones. In the second part, meaning in natural language is presented through extralinguistic features such as context, inferencing, and speech acting.

1. Topics to be Covered	<p>Week 1: Introduction ✓ Week 2: Types and dimensions of meaning Week 3: Lexical semantics Week 4: Contextual variability of word meaning Week 5: Word meaning and concepts</p>
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	<p>Week 6: Progress test 1</p> <p>Week 7: Paradigmatic sense relations of inclusion and identity</p> <p>Week 8: Paradigmatic sense relations of exclusion and opposition</p> <p>Week 9: Extensions of meaning</p> <p>Week 10: Syntagmatic relations</p> <p>Week 11: Grammatical semantics</p> <p>Week 12: Progress test 2</p> <p>Week 13: Reference and deixis</p> <p>Week 14: Speech acts</p> <p>Week 15: Conversational implicature</p>
2. Course Components	<p>Lecture: 2 HOURS</p> <p>Tutorial: 1 HOUR</p>
3. Additional Private Study or Learning Hours	2 HOURS PER WEEK OVER THE SEMESTER
4. Development of Learning Outcomes in Domains of Learning	<p>Learning outcomes:</p> <ul style="list-style-type: none"> ▪ Participating actively in collecting data from society ▪ Analyzing this data through the theoretical frameworks presented in the course ▪ Critically thinking about the various methods in the process of analysis <p>Teaching strategies include:</p> <ul style="list-style-type: none"> ✓ ▪ Avoiding to spoon-feed students, and encouraging them to learn by doing ✓ ▪ Associating them in presenting analyses of course components ✓ ▪ Encouraging them to present in Power-point mode the findings of their own data analyses
a. Knowledge	
(i) Knowledge to be acquired	<p>✓</p> <p>Meaning and lexis</p> <p>Meaning and context</p> <p>Meaning and speech acts</p>
(ii) Teaching strategies	<ul style="list-style-type: none"> ▪ Explaining the concepts to be acquired ▪ Applying them to a discourse chunk ▪ Asking students to do the same preferably on a different kind of discourse to use this as another opportunity for indirect learning
(iii) Methods of assessment	<ul style="list-style-type: none"> ✓ ▪ Assigning a couple of short paragraphs to be done in one hour that carry 25% of final assessment twice in the semester ✓ ▪ Assigning a larger chunk of discourse for the final exam carrying 50% of the overall grade

(b) Cognitive Skills	
(i) Cognitive skills to be developed	<ul style="list-style-type: none"> ▪ The ability to understand conceptual frameworks and conduct abstract thinking ▪ The ability to use conceptual frameworks and apply them to discourse ▪ The ability to think inferentially and synthetically
(ii) Teaching strategies	<ul style="list-style-type: none"> ▪ Explanations and examples given in lectures should draw on the student's learning materials. For that, the instructor should be aware of the students' curricula ▪ Explanations and examples given in lectures should draw as much/often as possible on the students' social environment. ▪ Explanations and examples given in lectures should make use of cognitive capacities such as metaphors and analogies to mediate and facilitate learning for students
(iii) Methods of assessment	Problem-solving capacity carries 50% of mark on tests given at the end of each progress test and at the final exam.
(c) Interpersonal Skills and Responsibility	
(i) Skills to be developed	<ul style="list-style-type: none"> ▪ Assigning joint tasks for group work for students to measure their interpersonal skills ▪ Assigning tasks for individual students to show their capacity for self-directed learning ▪ Assigning tasks for individual students to finish by a certain deadline to see their personal and social responsibility
(ii) Teaching strategies	<ul style="list-style-type: none"> ▪ Assigning data collection tasks or reading material to be summed up by each individual student to evaluate each student's capacity for independent learning ▪ Assigning to a group of students a portion of a general task, and ask each of them to contribute his own analysis and check it against his fellow students to develop in them interpersonal skills and personal and social responsibility
(iii) Methods of assessment	<ul style="list-style-type: none"> ▪ Considering group assessment as the sum of individual contributions ▪ Cross-checking groups to better assess

	individual contributions
(d) Communication Information Technology and Numerical Skills	
(i) Skills to be developed	Such a course might be an occasion for introducing the use of ICT in class such as using software concordances for statistical information about frequencies in discourse, or using Powerpoint for presenting research findings
(ii) Teaching strategies	If student assignments require good standards of use of ICT, students will be referred to special remedial instruction or the Language Research Methods course (code 431).
(iii) Methods of assessment	If assessment of student assignment and project work include expectation of adequate use of numerical and communication skills, 10% of the grade will be allotted for standard of presentation using ICT.
(e) Psychomotor Skills	
(i) Skills to be developed	
(ii) Teaching strategies	
(iii) Methods of assessment	

6. Schedule of Assessment Tasks	Assessment can be done in terms of two progress tests each carrying 25%, and a final exam carrying 50% of the overall grade
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D. Student support

Students can meet faculty for advice during office hours, and may also receive advice and counseling through email.

E. Learning resources

1. Required text Alan Cruse (2004). <i>Meaning in language: An introduction to semantics and pragmatics</i> . Oxford: Oxford University Press. ✓
2. Essential references Leech, Geoffrey (1980). <i>Explorations in Semantics and Pragmatics</i> . Amsterdam: John Benjamins B.V.
3. Recommended books and reference material
4. Electronic materials, websites

F. Facilities required

Accommodation	LAB FURNISHED WITH INTERNET CONNECTION
Computing resources	REASONABLE NUMBER OF COMPUTERS
Other resources	DATASHOW FOR COURSE DELIVERY

G. Course evaluation and improvement processes

1. Strategies for Obtaining Student Feedback on Quality of Teaching	Starting instructor and course evaluation system to be processed automatically
2. Other Strategies for Evaluation of Teaching	Asking students to point out to the instructor the strong and the weak points of the course
3. Processes for Improvement of Teaching	Continual process of improvement of teaching as by taking into consideration students' feedback, progress made in the teaching profession, and individual intuition
4. Processes for Verifying Standards of Student Achievement	Resorting to pretreatment testing and post-treatment testing to test students achievement
5. Action Planning for Improvement	