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| **Faculty: Arts** |
|  **Program: BA** | **Department: English Language and Translation** |
|  **Semester:**  | **Academic year:** |



**Course Plan**

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| **First: Course Information**  |

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| ***Practical:-*** | ***Theoretical:3*** | ***Credit Hours: 3 hours*** | ***Course Title: Semantics*** | ***Course No.:0202424*** |
| ***Lecture Time:***  | ***Section No.:*** | ***Prerequisite No. and Title: 0202223 Linguistics*** |
| ***Level Seven***  | ***Level in JNQF*** |
|  ***Obligatory University Requirement ■ Elective University Requirement***  ***Obligatory Faculty Requirement Elective Faculty Requirement Obligatory Specialization Requirement Elective Specialization Requirement***  ***Ancillary course*** | ***Type Of Course:*** |
|  ***Face-to-Face Learning*** ***Blended Learning (2 Face-to-Face + 1 Asynchronous)*** ***Online Learning (2 Synchronous+ 1 Asynchronous)*** | ***Type of Learning:*** |

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| **Second: Instructor’s Information** |

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| ***Course Coordinator:***  |
| ***Academic Rank:***  | ***Name:***  |
| ***Email:***  | ***Extension Number:***  | ***Office Number:***  |
| ***Course Instructor:***  |
| ***Academic Rank:***  | ***Name:***  |
| ***Email:***  | ***Extension Number:***  | ***Office Number:***  |
|  | ***Office Hours:*** |

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| **Third: Course Description** |

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| This course is an introduction to the study of meaning. It emphasizes the relationships between utterances and the experience and the denotation and connotation, the sense relation, e g, synonyms, antonyms, hyponymy, hyponymy, etc. |

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| **Fourth: Course objectives** |
| **Introduction to Basic Semantic Principles**Develop a foundational understanding of the fundamental methodologies employed in Semantics.**Emphasis on Semantic Analysis:**Prioritize the comprehension of the semantic analysis, with a focus on ensuring robust semantic analysis.**Awareness in Semantics:**Enhance cultural sensitivity and awareness by emphasizing the differences between Arabic and English language.**Diversified Semantic Practices:**Engage in practical exercises encompassing various text genres to provide students with a comprehensive range of semantic analysis perspectives.**Problem-Solving Skills:**Develop proficiency in addressing and resolving challenges related to stylistic, syntactic, cultural, terminological, and technical aspects encountered during Semantics analysis.**Practical Considerations in Semantics:**Discuss and explore practical issues related to the semantic lexical relations within an academic framework, preparing students for real-world application of their semantic analytical thinking skills. |

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| **Fifth: Learning Outcomes** |

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| ***Assessment method****Choose at least two methods* | ***Associated PILOs Code****Choose one PILO for each CILO\** |  ***CILOs***If any CLO will not be assessed in the course, mark NA. | ***CILOs Code*** | ***Level descriptor according to (JNQF)*** |
| LectureIn-class Task | PK1 | Acquire good knowledge of general techniques of Semantics principles  | **K1** | **Knowledge** |
| In-class TaskAssignment | PK2 | Articulate the strategy to describe the difference between speaker meaning and sentence meaning  | **K2** |
| LectureIn-class TaskQuiz | PK3 | analyze variety of lexical relations in English  | **K3** |
| LectureIn-class Task | PS1 | Choosing the appropriate approach, literal or function, to describe meaning | **S1** | **Skills** |
| Concept MappingThink-Pair-Share | PS2 | Coming up with linguistic interventions to the original meaning.  | **S2** |
| Think-Pair-ShareIn-class Task | PS3 | Analyzing the many dimensions of meanings in relation to sense and reference | **S3** |
| In-class TaskQuiz | PC1 | Managing time and working under pressure | **C1** | **Competencies** |
| Jigsaw Assignment  | PC2 | Developing own self-assessment techniques | **C2** |

\*CILOs: Course Intended Learning Outcomes; PILOs: Program Intended Learning Outcomes; for each CILO, the PILO could be the same or different.

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| **Sixth: Learning Resources** |

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|  | ***Semantics A Course Book*** | ***Main reference:*** |
| ***Year: 2007*** | ***Print: Routledge Press***  | ***Author:***James Hurfords |
| 1.  [M. Lynne Murphy](https://www.google.jo/search?sca_esv=597188272&hl=en&q=inauthor:%22M.+Lynne+Murphy%22&tbm=bks), [Anu Koskela](https://www.google.jo/search?sca_esv=597188272&hl=en&q=inauthor:%22Anu+Koskela%22&tbm=bks) · 2010. [Key Terms in Semantics](https://books.google.com/books?id=BfneBAAAQBAJ&printsec=frontcover&dq=semantics&hl=en&newbks=1&newbks_redir=1&sa=X&ved=2ahUKEwjZ5fjm3dKDAxWpif0HHWByABQQ6AF6BAgNEAI): [Bloomsbury Publishing](https://www.google.jo/search?vet=10ahUKEwi30pSL3tKDAxXZS_EDHSPuCgMQqa8DCKkCKAI..i&ei=4oGeZbfZKdmXxc8Po9yrGA&opi=89978449&hl=en&cs=0&async=tab_id:publisherseries,volume_id:BfneBAAAQBAJ,_id:bep-tab-publisherseries,_pms:bep,_fmt:pc&q=inpublisher:%22Bloomsbury+Publishing%22&tbm=bks&sa=X&ved=2ahUKEwjxj5as3tKDAxVSSfEDHadWCOQQmxMoAHoECAQQAg)***.***2. Some chosen texts. | ***Additional Sources: Website:*** |
| ***Classroom Laboratory Workshop* MS Teams Moodle** | ***Medium of teaching:*** |

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| **Seventh: Course Structure** |

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| Lecture Date  | Learning Outcome | Topics | Teaching Procedures\* | Teaching Methods\*\*\* | References\*\*\* |
|  | \*\*\* | Welcoming  | \*\*\* |  | \*\*\* |
|  | PK1, PK2,  | Basic ideas in Semantics | Discussion, concept mapping, Debate | Face-to-Face | p. 3 |
|  | PK1, PK2, | Referring expression | Discussion, concept mapping, Debate | Face-to-Face | p. 4-6 |
|  | PK1, PK2, | Predicates, Universe of discourse | Discussion, concept mapping, Debate | Face-to-Face | p. 10-15 |
|  | PK2, PK3, PK4 | Functional semantics | Discussion, concept mapping, Debate | Face-to-Face | P. 16-20 |
|  | PK2, PK3, PK4 | Reference | Discussion, concept mapping, Debate | Face-to-Face | p. 20-25 |
|  | PK2, PK3, PK4 | Skopos Theory | Discussion, concept mapping, Debate | Face-to-Face | p.30 |
|  | PK2, PK3, PK4 | Connotation, denotation, collocation, metaphors | Discussion, concept mapping, Debate | Face-to-Face | p. 35-40 |
|  | PC2 | Idioms, functional meaning vs. lexical meaning, Euphemism, catch phrases | Discussion, concept mapping, Debate | Face-to-Face | p. 40-43 |
|  | PC2 | Body language, linguistic and physical context, speech acts | Discussion, concept mapping, Debate | Face-to-Face | p. 43-47 |
|  | PK1, PK2 | Cohesion, coherence, tenses, pronouns, duality, punctuation marks | Discussion, concept mapping, Debate | Face-to-Face | p. 48-52 |
|  | PK1, PK2 | Cohesion, coherence, tenses, pronouns, duality, punctuation marks | Discussion, concept mapping, Debate | Face-to-Face | p. 48-52 |
|  | PK2, PK3, PK4 | Sense relations | Discussion, concept mapping, Debate | Face-to-Face | p. 53-64 |
|  | PK1, PK2 | Paraphrase, adaptation, Localisation, domestication, foreignisation | Discussion, concept mapping, Debate | Face-to-Face | p. 65-71 |
|  | PK1, PK2 | In-class assignment 1 | Quiz | Face-to-Face | Exam |
|  | PK1, PK2 | Sense relations | Peer review, Debate, Problem solving | Face-to-Face | handout |
|  | PK1, PK2 | In-class assignment 2 | Quiz | Face-to-Face | Exam |
|  | PK1, PK2 | Predicates | Peer review, Debate, Problem solving | Face-to-Face | handout |
|  | PK1, PK2 | One place Predicates | Peer review, Debate, Problem solving | Face-to-Face | handout |
|  | PK1, PK2 | Two place Predicates | Peer review, Debate, Problem solving | Face-to-Face | handout |
|  | PK1, PK2 | Three place Predicates | Peer review, Debate, Problem solving | Face-to-Face | handout |
|  | PK1, PK2 | Predicates | Peer review, Debate, Problem solving | Face-to-Face | handout |
|  | PK1, PK2 | Predicates | Peer review, Debate, Problem solving | Face-to-Face | handout |
|  | PK1, PK2 | Predicates | Quiz | Face-to-Face | Exam |
|  | PK1, PK2 | Predicates | Peer review, Debate, Problem solving | Face-to-Face | handout |
|  | \*\*\* | **Mid-Term Exam** | \*\*\* | Face-to-Face | \*\*\* |
|  | PK1, PK2 | About logic | Peer review, Debate, Problem solving | Face-to-Face | handout |
|  | PK1, PK2 | A notation for simple propositions | Peer review, Debate, Problem solving | Face-to-Face | handout |
|  | PK2, PK3, PK4 | Connectives:and, or More connectives | Quiz | Face-to-Face | Exam |
|  | PK1, PK2 | About logic | Peer review, Debate, Problem solving | Face-to-Face | handout |
|  | PK1, PK2 | Word meaning:About dictionaries | Peer review, Debate, Problem solving | Face-to-Face | handout |
|  | PK2, PK3, PK4 | Properties of predicates | Peer review, Debate, Problem solving | Face-to-Face | handout |
|  | PK2, PK3, PK4 | Derivation, Participants Roles | Peer review, Debate, Problem solving | Face-to-Face | handout |
|  | PC2 | Word meaning:About dictionaries | Quiz | Face-to-Face | Exam |
|  | PK2, PK3, PK4 | Properties of predicates | Peer review, Debate, Problem solving | Face-to-Face | handout |
|  | PK2, PK3, PK4 | Derivation, Participants Roles | Peer review, Debate, Problem solving | Face-to-Face | handout |
|  | PC2 | In-class assignment4 | Quiz | Face-to-Face | Exam |
|  | Revision | Revision | Lecture | Face-to-Face | Revision |
|  | Revision | Revision | Lecture | Face-to-Face | Revision |
|  | Revision | Reflective Essay | Assignment | Face-to-Face | \*\*\* |
|  | Finals |  |  |  |  |

\*Teaching procedures: (Face-to-Face, synchronous, and asynchronous).

\*\* Teaching methods: (Lecture, video….).

\*\*\* Reference: (Pages of the book, recorded lecture, video….)

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| **Eighth: Assessment Methods** |

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| **Methods** | **Online Learning** | **Blended Learning** | **Face-To-Face****Learning** |
| **K1** | **K2** | **K3** | **S1** | **S2** | **S3** | **C1** | **C2** |
| **First Exam** |  |  |  |  |  |  |  |  |  |  |  |
| **Second Exam** |  |  |  |  |  |  |  |  |  |  |  |
| **Mid-term Exam** |  |  | 35 |  | **√** | **√** | **√** | **√** | **√** | **√** |  |
| **Participation** |  |  | 15 | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** |
| **Asynchronous Activities** |  |  |  |  |  |  |  |  |  |  |  |
| **Quizzes** |  |  |  |  |  |  |  |  |  |  |  |
| **Assignments** |  |  |  |  |  |  |  |  |  |  |  |
| **Group presentation** |  |  |  |  |  |  |  |  |  |  |  |
| **Final Exam** |  |  | 50 |  | **√** | **√** | **√** | **√** | **√** | **√** |  |
| **Total out of 100** |  |  | 100 |  |  |  |  |  |  |  |  |

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| **Ninth: Course Policies**  |

* All course policies are applied on all teaching patterns (online, blended, and face-to-face Learning) as follows:
1. Punctuality.
2. Participation and interaction.
3. Attendance and exams.
* Academic integrity: (cheating and plagiarism are prohibited).

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| **Approval** | **Name** | **Date** | **Signature** |
| **Head of Department** |  |  |  |
| **Faculty Dean** |  |  |  |