



Course Specification

(Bachelor)

Course Title: Semantics

Course Code: 324 ENG-3

Program: BA in English

Department: English

College: Languages and Translation

Institution: Najran University

Version: 2024 TP-153

Last Revision Date: 23/11/ 2024



Table of Contents

A. General information about the course:	3
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods	4
C. Course Content	5
D. Students Assessment Activities	6
E. Learning Resources and Facilities	6
F. Assessment of Course Quality	7
G. Specification Approval	8





A. General information about the course:

1. Course Identification

1. Credit hours: (03)

2. Course type

A. ☐ University ☐ College ☒ Department ☐ Track ☐ Others
B. ☒ Required ☐ Elective

3. Level/year at which this course is offered: (6th. Level/ 3rd year)

4. Course general Description:

This course provides a comprehensive overview of semantics, the branch of linguistics which focuses on the study of meaning in language. It explores how words, phrases, and sentences convey meaning, and examines the relationship between linguistic expressions and the concepts or objects they represent. Students will engage with key topics such as lexical semantics, sentence meaning, compositionality, ambiguity, and meaning in context. Through theoretical exploration and practical analysis, the course aims to deepen students' understanding of how meaning is constructed and interpreted in human communication.

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

None

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

N/A

7. Course Main Objective(s):

The main objective of this course is to equip students with the knowledge and analytical skills necessary to understand and explain how meaning is encoded and decoded in language, to analyze semantic structures at the word and sentence levels, and to apply semantic theories to real-world examples, enhancing their abilities to interpret language meaning in diverse linguistic contexts.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	E-learning		





No	Mode of Instruction	Contact Hours	Percentage
3	Hybrid <ul style="list-style-type: none"> Traditional classroom E-learning 	45	100%
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 PLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	To define the basic concepts of Semantics.	K1	1. Lectures 2. Class discussion 3. Presentations 4. classroom exercises	Quizzes, assignments, Midterm and Final exams
1.2	To explain the relationships between words, such as synonymy, antonymy, polysemy, and hyponymy, and how they impact meaning	K2	1. Lectures 2. Class discussion 3. Presentations 4. classroom exercises	Quizzes, assignments, Midterm and Final exams
2.0	Skills			





Code	Course Learning Outcomes	Code of PLOs aligned with program	Teaching Strategies	Assessment Methods
2.1	To apply semantic theories to analyze and interpret the meaning of words, phrases, and sentences in different linguistic contexts.	S1	1. Lectures 2. Class discussion 3. Presentations	Quizzes, assignments, Midterm and Final exams
2.2	To analyze the role of ambiguity, vagueness, and context in influencing meaning interpretation.	S1	1. Lectures 2. Class discussion 3. Presentations	Quizzes, assignments, Midterm and Final exams
2.3	To analyze real-world texts semantically.	S3	1. Lectures 2. Class discussion 3. Presentations	Quizzes, assignments, Midterm and Final exams
3.0	Values, autonomy, and responsibility			
3.1	Bear the responsibility for self-study and self-improvement.	V1	Self-learning	Observation
3.2	Make the right choices about the subjects related to his major.	V2	Self-learning	Observation
3.3	Show self-confidence during the activities and tasks assigned to him.	V3	Self-learning	Observation

C. Course Content

No	List of Topics	Contact Hours
1.	Introduction to Semantics <ul style="list-style-type: none"> Definition and scope of semantics Semantics vs. pragmatics The nature of meaning 	6
2.	Lexical Semantics <ul style="list-style-type: none"> Word meaning and lexical relations Synonymy, antonymy, hyponymy, and polysemy Homonymy and ambiguity 	6
3.	Sense and Reference <ul style="list-style-type: none"> The distinction between sense and reference 	6





	<ul style="list-style-type: none"> • Denotation and connotation • Proper names, descriptions, and indexicals 	
4.	Theories of Meaning <ul style="list-style-type: none"> • Formal semantics • Cognitive semantics 	3
5.	Semantic Roles and Thematic Relations <ul style="list-style-type: none"> • Agent, patient, theme, and other semantic roles • Verb argument structure • Thematic role assignment in sentences 	6
6.	Ambiguity and Vagueness <ul style="list-style-type: none"> • Types of ambiguity: lexical and structural • Vagueness in meaning and its resolution • Contextual disambiguation 	6
7.	Semantics in Context <ul style="list-style-type: none"> • Context-dependent meaning and indexicals • The role of context in shaping sentence meaning • Pragmatic enrichment and its impact on interpretation 	6
8.	<ul style="list-style-type: none"> • Applications of Semantics in Real-world Contexts • Future challenges in semantic theory 	3
9.	<ul style="list-style-type: none"> • Revision 	3
Total		45

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Continuous Assessment (Assignment, Quiz, etc.)	All through	20%
2.	Midterm Exam	10-11	30%
3.	Final Exam	17-19	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

Essential References	
	1. Hurford, J. R., Heasley, B., & Smith, M. B. (2007). <i>Semantics: a coursebook</i> . Cambridge university press. (available online- PDF).





	<ol style="list-style-type: none"> 2. Kearns, K. (2011). <i>Semantics</i>. Bloomsbury Publishing. (available online- PDF). 3. D. Alan Cruse (2000) <i>Meaning in Language: An Introduction to Semantics and Pragmatics</i>, Oxford University Press. (available online- PDF). 4. Patrick Griffith (2006) <i>Introduction to Semantics and Pragmatics</i>. Edinburgh: Edinburgh University Press (available online- PDF). 5. Thakur, D. (1999). <i>Linguistics simplified Semantics</i>. New Delhi: Bharati Bhawan publishers
Supportive References	<ol style="list-style-type: none"> 1. Leech, G. (1981). <i>Semantics</i>: (2nd Edn.) Harmondsworth: Penguin Books. 2. Kreidler, C. (1998). <i>Introducing English Semantics</i>. London: Routledge <p>Palmer, F. (1982). <i>Semantics</i>. (2nd Edn.). Cambridge: Cambridge University Press.</p>
Electronic Materials	<p>https://www.merriam-webster.com/dictionary/semantics</p> <p>https://study.com/academy/lesson/what-is-semantics-definition-examples-quiz.html</p> <p>https://pbi.ftk.uin-alaudidin.ac.id/artikel-3541-semantics</p> <p>https://www.sheffield.ac.uk/linguistics/home/all-about-linguistics/about-website/branches-linguistics/semantics#:~:text=Semantics%20is%20a%20sub%2Ddiscipline,speakers%20and%20listeners%20of%20language.</p>
Other Learning Materials	All learning material is uploaded on the blackboard system in the form of PowerPoint presentations, echo lectures & also electronic versions of available textbooks/references.

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms, laboratories
Technology equipment (projector, smart board, software)	Projector, smart board, software
Other equipment (depending on the nature of the specialty)	Other relevant resources

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students, program leaders	Indirect



Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Students assessment	Faculty	Direct
Quality of learning resources	Students, faculty	Indirect
The extent to which CLOs have been achieved	Students, faculty	Indirect, Direct
Other		

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

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	ENGLISH DEPARTMENT COUNCIL
REFERENCE NO.	13-1446
DATE	24.12.2024

