



## Course Specification of Contrastive Semantics and Lexicology

I. Course Identification and General Information:						
1	Course Title:	<i>Contrastive Semantics and Lexicology</i>				
2	Course Number & Code:	DR 61				
3	Credit hours:	C.H				Total
		Theoretical	Practical	Training	Seminar	
		3				3
4	Study level/ semester at which this course is offered:	Level 3/ second semester				
5	Pre –requisite (if any):	DR 42; DR 52; DR 54				
6	Co –requisite (if any):	None				
7	Program (s) in which the course is offered:	Translation Program (B.A.)				
8	Language of teaching the course:	English and Arabic				
9	Location of teaching the course:	Faculty of Languages				
10	Prepared by:	Abeer Ali Dglan				
11	Date of approval:					

## II. Course description:

This course penetrates the multiple dimensions of meaning in Arabic and English and establish a comparison between them on the ground of contrastive studies perspectives. Thus, it mainly raises issues related to the similarities between Arabic and English semantic systems and in which general ways they differ. It explores the units of meaning at the level of word, sentence and text in addition to units related to extra-linguistic features such as context. Therefore, such course is basically aimed to equip students with adequate knowledge and skills necessary for tackling the variant obstacles of translation especially those caused by being not well-acquainted with the specific semantic peculiarities of Arabic and English and the main differences between them.

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### III. Intended learning outcomes (ILOs) of the course:

#### (A) Knowledge and Understanding:

Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Knowledge and Understanding.

Program Intended Learning Outcomes (Sub- PILOs) in: Knowledge and Understanding		Course Intended Learning Outcomes (CILOs) in: Knowledge and Understanding	
After completing this program, students will be able to:		After participating in the course, students will be able to:	
A1-	Demonstrate knowledge and understanding of key concepts, issues, ideas, theories, styles of argumentation, evaluation criteria and research methods used in the field of translation studies.	a1-	Demonstrate knowledge and understanding of key concepts, issues, ideas and theories of Arabic and English semantics. Moreover, they will demonstrate knowledge about the research methods used in the field of contrastive semantics.
A3-	Show an awareness of the basic structures, levels and discourse functions of English and Arabic and the ways in which words and sentences are related to each other and how they combine to create texts of different types.	a2-	Show an awareness of the basic units and levels of meaning in English and Arabic semantics and the ways in which the meaning at the level of words and at the level of sentences attribute to creating the general meaning of texts of different types.

#### Teaching and Assessment Methods for Achieving Learning Outcomes:

Alignment Learning Outcomes of Knowledge and Understanding to Teaching and Assessment Methods:

Course Intended Learning Outcomes (CILOs) in Knowledge and Understanding		Teaching strategies/methods to be used	Methods of assessment
After participating in the course, students will be able to:		<ul style="list-style-type: none"> <li>▪ Lectures.</li> <li>▪ Theory presentation.</li> <li>▪ Explaining the concepts to be required.</li> <li>▪ Class discussion.</li> <li>▪ Brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>▪ Class exercises.</li> <li>▪ Quizzes and mid-term, plus the final test.</li> <li>▪ Class exercises.</li> </ul>
a1-	Demonstrate knowledge and understanding of key concepts, issues, ideas and theories of Arabic and English semantics. Moreover, they will demonstrate knowledge about the research methods used in the field of contrastive semantics.		
a2-	Show an awareness of the basic units and levels of meaning in English and Arabic semantics and the ways in which the meaning at the level of words and sentences attribute to creating the general meaning of texts of different types.		

#### (B) Intellectual Skills:

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Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Intellectual skills		
Program Intended Learning Outcomes (Sub-PILOs) in Intellectual skills		Course Intended Learning Outcomes (CILOs) of Intellectual Skills
After completing this program, students will be able to:		After participating in the course, students will be able to:
<b>B1-</b>	Critically examine and evaluate evidence in relation to communication and language use in a variety of modes, genres and contexts, in different technical and non-technical texts in both English and Arabic.	<b>b1-</b> Critically examine evidence in relation to the pragmatic meaning and the semantic units in a variety of modes, genres and contexts, in different technical and non-technical texts in both English and Arabic.
<b>B2-</b>	Abstract and synthesize complex information from a variety of texts and reflect critically on some of the dominant theories and approaches of translation.	<b>b2-</b> Abstract complex information from a variety of texts and reflect critically on some of the dominant theories and approaches of semantics.
Teaching and Assessment Methods for Achieving Learning Outcomes:		
Alignment Learning Outcomes of Intellectual Skills to Teaching Methods and Assessment Methods:		
Course Intended Learning Outcomes (CILOs) in Intellectual Skills.	Teaching strategies/methods to be used	Methods of assessment
After participating in the course, students will be able to:	<ul style="list-style-type: none"> <li>▪ Lectures.</li> <li>▪ Presentation.</li> <li>▪ The explanations and examples given in the lecture should draw on the students' learning materials and their social environments.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Class participation.</li> <li>▪ Home assignments.</li> <li>▪ Mid-term.</li> <li>▪ Final exam.</li> </ul>
<b>b1-</b> Critically examine evidence in relation to the pragmatic meaning and the semantic units in a variety of modes, genres and contexts, in different technical and non-technical texts in both English and Arabic.		
<b>b2-</b> Abstract complex information from a variety of texts and reflect critically on some of the dominant theories and approaches of semantics.		

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### (C) Professional and Practical Skills:

Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Professional and Practical Skills

Program Intended Learning Outcomes (Sub- PILOs) in Professional and Practical Skills		Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills	
After completing this program, students will be able to:		After participating in the course, students will be able to:	
C1	Apply their understanding of linguistic and translation concepts, methods and approaches to the construction and analysis of meanings in different types of texts and various modes of communication.	c1-	Apply their understanding of semantics' concepts and approaches to the construction and analysis of meanings in different types of texts and various modes of communication.
C2	Critically analyze a variety of texts including literary, journalistic, historical and other types of texts for the purpose of translation and interpretation.	c2-	Critically analyze the meaning in a variety of texts including literary, journalistic, historical and other types of texts for the purpose of translation and interpretation.

### Teaching and Assessment Methods for Achieving Learning Outcomes:

Alignment Learning Outcomes of Professional and Practical Skills to Teaching and Assessment Methods:

Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills		Teaching strategies/methods to be used	Methods of assessment
After participating in the course, students will be able to:			
c1-	Apply their understanding of semantics' concepts and approaches to the construction and analysis of meanings in different types of texts and various modes of communication.	<ul style="list-style-type: none"> <li>▪ Class discussion</li> <li>▪ Applying the theoretical concepts to a discourse chunk.</li> <li>▪ Then, asking students to do the same with a different kind of discourse.</li> <li>▪ Assigning data collected tasks or reading materials to be summed up by each student to evaluate his/her capacity of applying what he/she has of theoretical information on a piece of simple assignment.</li> <li>▪ Different text genres practice in English and Arabic.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Class participation.</li> <li>▪ Measuring the outcomes of the assigned assignments.</li> <li>▪ Quizzes, mid-term and the final exam.</li> </ul>
c2-	Critically analyze meaning in a variety of texts including literary, journalistic, historical and other types of texts for the purpose of translation and interpretation.		

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### (D) General / Transferable Skills:

Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: General and Transferable skills			
Program Intended Learning Outcomes (PILOs) in General / Transferable skills		Course Intended Learning Outcomes (CILOs) in General / Transferable skills	
After completing this program, students will be able to:		After participating in the course, students will be able to:	
<b>D4-</b>	Work effectively within a team or individually to accomplish a common goal.	<b>d1-</b>	Work effectively within a team or individually to accomplish a common goal.
<b>D5-</b>	Employ efficient skills in research capability, creative thinking and interpersonal relationship.	<b>d2-</b>	Employ efficient skills in research capability, creative thinking and interpersonal relationship.
Teaching and Assessment Methods for Achieving Learning Outcomes:			
Alignment Learning Outcomes of General and Transferable skills to Teaching and Assessment Methods:			
Course Intended Learning Outcomes (CILOs) in General and Transferable Skills		Teaching strategies/methods to be used	Methods of assessment
After participating in the course, students will be able to:		<ul style="list-style-type: none"> <li>▪ Discussion.</li> <li>▪ Problem solving.</li> <li>▪ Presentations.</li> <li>▪ Self-learning and cooperative learning.</li> <li>▪ Constant referral to the internet for looking up related topics, specific point, readings, and extra information.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reconsidering and evaluate the students' conducted projects an assignment.</li> </ul>
<b>d1-</b>	Work effectively within a team or individually to accomplish a common goal.		
<b>d2-</b>	Employ efficient skills in research capability, creative thinking and interpersonal relationship		

### IV. Course Content:

#### 1 – Course Topics/Items:

##### a – Theoretical Aspect

Order	Topic List / Units	CILOs (symbols)	Sub-topic List	Number of weeks	Contact hours
1	Definition and scope of semantic.	a1,a2	Theories, methods, and role of semantics in translation.	1	3
2	Different units of semantic analysis in English and Arabic.	a1,a2	Words, utterances, sentences, propositions and texts.	1	3
3	Meaning and the world	a1,a2	Different dimensions of meaning: reference,	1	3

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			denotation and sense.		
4	Types of meaning	a1,a2	Descriptive meaning, non-descriptive meaning, functional meaning, content meaning, literal and non-literal meaning.	2	6
5	Relations of similarity between words in Arabic and English	a1,a2 b1,b2 c1,c2	Synonymy, hyponymy and homonym and meronymy.	1	3
6	Relations of discordance between words in Arabic and English	a1,a2 b1,b2 c1,c2	Antonymy, reverses, and converses.	1	3
8	Contextual meaning in English and Arabic and ambiguity	a1,a2 b1,b2 c1,c2	Polysemy and homonymy.	1	3
9	Functional meaning in English and Arabic and ambiguity	a1,a2 b1,b2	Ambiguity caused by adjective clauses, prepositional phrases, and that is caused by conjunctions.	1	3
10	Idiomatic meaning	a1,a2	Collocations, fixed expressions and idioms	1	3
11	Extensions of meaning	a1,a2 b1,b2	Metaphors and metonymy.	1	3
12	Semantic fields	a1,a2	Definition, organization,, classification, and relation.	1	3
13	How to analyze meaning	a1,a2 b1,b2 c1,c2	Meaning and the meaning of meaning	1	3
<b>Number of Weeks /and Units Per Semester</b>				<b>14</b>	<b>42</b>

<b>b- Training Aspect:</b>				
Order	Training Tasks	CILOs (symbols)	Number of weeks	Contact hours
1				
<b>Number of Weeks /and Units Per Semester</b>				
<b>V. Teaching strategies of the course:</b>				
<ul style="list-style-type: none"> <li>▪ Lectures.</li> <li>▪ Theory presentation.</li> <li>▪ Class discussion.</li> <li>▪ Brainstorming</li> </ul>				

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- Presentation.
- Problem solving.
- Self-learning and cooperative learning.
- Assigning data collected tasks or reading materials to be summed up by each student to evaluate his/her capacity of applying what he/she has of theoretical information on a piece of simple assignment.
- Constant referral to the internet for looking up related topics, specific point, readings, and extra information.
- Different text genres practice in English and Arabic.

### 3-Assessment Methods:

- Class exercises.
- Class participation.
- Home assignments.
- Reconsidering and evaluate the students' conducted projects an assignment.
- Quizzes, mid-term and the final exam.

## VI. Schedule of Assessment Tasks for Students During the Semester:

No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned Course Learning Outcomes (CILOs symbols)
1	Participation and quizzes	1-12	10	10%	a1,a2, c1,c2
2	Assignments	4-12	10	10%	a1,a2, c1,c2
3	Mid-semester exam	8	20	20%	a1,a2, c1,c2
5	Final Exam	16	60	60%	a1,a2, c1,c2
Total			100	100%	

## VII. Learning Resource (MLA style or APA style)s:

### 1- Required Textbook(s) ( maximum two )

- Rambaud, M. G. 2012. Basic Semantics. Madrid: Universidad Nacional de Educación a Distancia.
- Al-Kholi, M. A. 2001. *Ilm Al-dalala (Ilm Al-ma'na)*. Dar Alfalah for Publishing, Jordon.

### 2- Recommended Readings and Reference Materials

- Al-Jarf, R. Contrastive Semantics for Translators. Course material. 1994.

### 3- Essential References

- Mehdi, S. 2011. Interdependent Relationship Between Contrastive Analysis And Translation. Faculty of Education Journal. 70<sup>th</sup> ed.
- Hurford, J. R. et al. 2007. Semantics A Coursebook. Cambridge University Press.
- Abdul-Jalil, M. 2001. *Ilm Al-dalala, Osoloh wa Mabahithoh fi Al-turath Al-arabi*. Itihad Al-kotab Al-arb Publishing.

### 4- Electronic Materials and Web Sites etc.

<https://www.almaany.com>  
<https://glosbe.com>  
[www.natcorp.ox.ac.uk](http://www.natcorp.ox.ac.uk)

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5- Other Learning Material:

**IX. Course Policies: (Based on the Uniform Students' Bylaw (2007))**

1	<b>Class Attendance:</b> Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.
2	<b>Tardiness:</b> A student will be considered late if he/she is not in class after 10 minutes of the start time of class.
3	<b>Exam Attendance/Punctuality:</b> No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.
4	<b>Assignments &amp; Projects:</b> Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the allocated mark.
5	<b>Cheating:</b> Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
6	<b>Forgery and Impersonation:</b> Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
7	<b>Other policies:</b> The University official regulations in force will be strictly observed and students shall comply with all rules and regulations of the examination set by the Department, Faculty and University Administration.

اللجنة الإشرافية:

م	الاسم	الصفة الوظيفية	التوقيع
١	د/ عباس مطهر	نائب العميد للدراسات العليا	
٢	أ.م.د/ أحمد مجاهد	نائب عميد مركز التطوير وضمان الجودة	
٣	أ.د/ إبراهيم المطاع	نائب رئيس الجامعة للشئون الأكاديمية	

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## Course Plan of Contrastive Semantics and Lexicology

### I. - Information about Faculty Member Responsible for the Course:

Name of Faculty Member		Office Hours					
Location & Telephone No.		SAT	SUN	MON	TUE	WED	THU
E-mail							

### II. Course Identification and General Information:

1-	Course Title:	<i>Comparative Semantics and Lexicology</i>				
2-	Course Number & Code:	DR 61				
3-	Credit hours:	C.H				Total
		Th.	Seminar	Pr.	F. Tr.	
		3	-	-		3
4-	Study level/year at which this course is offered:	Level 3/ 6 <sup>th</sup> semester				
5-	Pre –requisite (if any):	DR 42; DR 52; DR 54				
6-	Co –requisite (if any):	None				
7-	Program (s) in which the course is offered	Translation Program (B.A.)				
8-	Language of teaching the course:	English and Arabic				
9-	System of Study:	Regular				
10-	Mode of delivery:	Interactive lectures				
11-	Location of teaching the course:	Faculty of Languages				

### III. Course Description:

This course penetrates the multiple dimensions of meaning in Arabic and English and establish a comparison between them on the ground of contrastive studies perspectives. Thus, it mainly raises issues related to the similarities between Arabic and English semantic systems and in which general ways they differ. It explores the units of meaning at the level of word, sentence and text in addition to units related to extra-linguistic features such as context. Therefore, such course is basically aimed to equip students with adequate knowledge and skills necessary for tackling the variant obstacles of translation especially those caused by being not well-acquainted with the specific semantic peculiarities of Arabic and English and the main differences between them.

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#### IV. Intended learning outcomes (ILOs) of the course:

After completing this course:

1. Demonstrate knowledge and understanding of key concepts, issues, ideas and theories of Arabic and English semantics. Moreover, they will demonstrate knowledge about the research methods used in the field of contrastive semantics.
2. Show an awareness of the basic units and levels of meaning in English and Arabic semantics and the ways in which the meaning at the level of words and at the level of sentences attribute to creating the general meaning of texts of different types.
3. Critically examine evidence in relation to the pragmatic meaning and the semantic units in a variety of modes, genres and contexts, in different technical and non-technical texts in both English and Arabic.
4. Abstract complex information from a variety of texts and reflect critically on some of the dominant theories and approaches of semantics.
5. Apply their understanding of semantics' concepts and approaches to the construction and analysis of meanings in different types of texts and various modes of communication.
6. Critically analyze meaning in a variety of texts including literary, journalistic, historical and other types of texts for the purpose of translation and interpretation.
7. Work effectively within a team or individually to accomplish a common goal .
8. Employ efficient skills in research capability, creative thinking and interpersonal relationship

#### V. Course Content:

A – Theoretical Aspect:			
Order	Topics List	Week Due	Contact Hours
1	Definition and scope of semantic.	1 <sup>st</sup>	3
2	Different units of semantic analysis in English and Arabic.	2 <sup>nd</sup>	3
3	Meaning and the world	3 <sup>rd</sup>	3
4	Types of meaning (1)	4 <sup>th</sup>	3
5	Types of meaning (2)	5 <sup>th</sup>	3
6	Relations of similarity between words in Arabic and English	6 <sup>th</sup>	3
7	Relations of discordance between words in Arabic and English	7 <sup>th</sup>	3
8	<b>Mid-term test</b>	8 <sup>th</sup>	3
9	Contextual meaning in English and Arabic and ambiguity	9 <sup>th</sup>	3
10	Functional meaning in English and Arabic and ambiguity	10 <sup>th</sup>	3
11	Idiomatic meaning	11 <sup>th</sup>	3

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12	Extensions of meaning	12 <sup>th</sup>	3
13	Semantic fields	13 <sup>th</sup>	3
14	How to analyze meaning	14 <sup>th</sup>	3
15	Revision	15 <sup>th</sup>	3
16	<b>Final-Exam</b>	16 <sup>th</sup>	3
<b>Number of Weeks /and Units Per Semester</b>		<b>16</b>	<b>48</b>

b- Training Aspect:			
Order	Training Tasks	Week Due	Contact hours
1			
<b>Number of Weeks /and Units Per Semester</b>			

## VI. Teaching strategies of the course:

- Lectures.
- Theory presentation.
- Class discussion.
- Brainstorming
- Presentation.
- Problem solving.
- Self-learning and cooperative learning.
- Assigning data collected tasks or reading materials to be summed up by each student to evaluate his/her capacity of applying what he/she has of theoretical information on a piece of simple assignment.
- Constant referral to the internet for looking up related topics, specific point, readings, and extra information.
- Different text genres practice in English and Arabic.

## VII. Assessment Methods:

- Class exercises.
- Quizzes and mid-term, plus the final test.
- Class exercises.
- Class participation.
- Home assignments.
- Mid-term.
- Final exam.
- Class participation.
- Measuring the outcomes of the assigned assignments.
- Quizzes, mid-term and the final exam.
- Reconsidering and evaluate the students' conducted projects an assignment.

## VIII. Schedule of Assessment Tasks for Students During the Semester:

No.	Type of	Week Due	Mark	Proportion of
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	Assessment Tasks			Final Assessment
1	Present/Absent	All	10	10%
2	Class activities	All	10	10%
3	Midterm written Exam	8 <sup>th</sup>	20	20%
4	Final Exam (theoretical)	16 <sup>th</sup>	60	60%
	<b>Total</b>		<b>100</b>	<b>100%</b>

### IX. Learning Resources:

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<b>1- Required Textbook(s) ( maximum two ).</b>	
	<ul style="list-style-type: none"> <li>- Rambaud, M. G. 2012. Basic Semantics. Madrid: Universidad Nacional de Educación a Distancia.</li> <li>- Al-Kholi, M. A. 2001. <i>Ilm Al-dalala (Ilm Al-ma'na)</i>. Dar Alfalah for Publishing, Jordon.</li> </ul>
<b>2- Essential References.</b>	
	<ul style="list-style-type: none"> <li>- Mehdi, S. 2011. Interdependent Relationship Between Contrastive Analysis And Translation. Faculty of Education Journal. 70<sup>th</sup> ed.</li> <li>- Hurford, J. R. et al. 2007. Semantics A Coursebook. Cambridge University Press.</li> <li>- Abdul-Jalil, M. 2001. <i>Ilm Al-dalala, Osoloh wa Mabahithoh fi Al-turath Al-arabi</i>. Al-kotab Al-arb Publishing.</li> </ul>
<b>3- Electronic Materials and Web Sites etc.</b>	
	<p style="text-align: right;"> <a href="https://www.almaany.com">https://www.almaany.com</a>  <a href="https://glosbe.com">https://glosbe.com</a>  <a href="http://www.natcorp.ox.ac.uk">www.natcorp.ox.ac.uk</a> </p>

### IX. Course Policies: (Based on the Uniform Students' Bylaw (2007))

1	<p style="text-align: right;"><b>Class Attendance:</b></p> <p>Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.</p>
2	<p style="text-align: right;"><b>Tardiness:</b></p> <p>A student will be considered late if he/she is not in class after 10 minutes of the start time of class.</p>
3	<p style="text-align: right;"><b>Exam Attendance/Punctuality:</b></p> <p>No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.</p>
4	<p style="text-align: right;"><b>Assignments &amp; Projects:</b></p> <p>Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the allocated mark.</p>
5	<p style="text-align: right;"><b>Cheating:</b></p> <p>Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.</p>
6	<p style="text-align: right;"><b>Forgery and Impersonation:</b></p> <p>Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam,</p>

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رئيس الجامعة  
أ.د/ القاسم عباس



	assignment or project. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
7	<b>Other policies:</b> The University official regulations in force will be strictly observed and students shall comply with all rules and regulations of the examination set by the Department, Faculty and University Administration.

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