



Course Specification Introduction to Semantics and Pragmatics

I. Course Identification and General Information:					
1.	:Course Title	Introduction to Semantics and Pragmatics			
2.	:Course Code and Number	DR 71			
3.	:Credit Hours	Lecture	Seminar/Tutorial	Practical	Training
		3			
4.	:Study Level and Semester	Level III, Semester 6			
5.	:Pre-requisites (if any)	DR 35			
6.	:Co-requisites (if any)	Nil			
7.	Program in which the course is offered	BA in English Language Studies			
8.	:Teaching Language	English			
9.	:Study System	Regular / Full Time			
10.	:Prepared by	Dr. Abdusalam Al-Ghrafy			
11.	:Approval date				
12.	:Approved by				

II. Course Description:

This course focuses on presenting an introduction to how language is used to communicate meanings. The course covers the semantic principles of the meanings of words and sentences, integrated within the framework of the study of the communicative uses of language, as well as the pragmatic principles underlying linguistic communication. The first part introduces the study of semantics on both word and sentence levels. The second part introduces the study of utterance meaning as the basic concern of pragmatics.

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

(A) Knowledge and Understanding:

Alignment of 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 completing this course, students will be able to:	
A4	Discuss with understanding the linguistic, literary, cultural and socio-historical contexts in which language is written, read and translated	a1	Discuss the linguistic and socio-cultural contexts in which language is used
A5	Demonstrate an informed understanding of the	a2	Describe how language is used to perform

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social, pragmatic and functional uses of language in various contexts in society	“speech acts” and indicate understanding between what is said and what is implied
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Teaching and Assessment Methods for Achieving Learning Outcomes:

Alignment of 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:		
a1 Discuss the linguistic and socio-cultural contexts in which language is used	<ul style="list-style-type: none"> ▪ Lectures and seminars ▪ Independent reading and writing ▪ Classroom discussion ▪ Practical exercises 	<ul style="list-style-type: none"> ▪ Sitting for quizzes, mid-term and final exams ▪ Written assignments
a2 Describe how language is used to perform “speech acts” and indicate understanding between what is said and what is implied		

(B) Intellectual Skills:

Alignment of 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 completing this course, students will be able to:	
B2	Analyze and synthesize complex information from a variety of texts and reflect critically on some of the dominant theories and topics in the various fields of English language and literature.	b1	Evaluate certain theories and draw conclusions concerning their applicability in human interaction and language methodology.
B5	Compare and contrast competing theories and explanations in the field of English language and linguistics.	b2	Explain theories of word, sentence and utterance meaning and assess their advantages and disadvantages.

Teaching and Assessment Methods for Achieving Learning Outcomes:

Alignment of 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 completing this course, students will be able to:		
b1 Evaluate certain theories and draw conclusions concerning their applicability in human interaction and language methodology	<ul style="list-style-type: none"> ▪ Lectures and seminars ▪ Independent reading and writing ▪ Classroom discussion 	<ul style="list-style-type: none"> ▪ Sitting for quizzes, mid-term and final exams ▪ Written assignments
b2 Explain theories of word, sentence and utterance meaning and assess their advantages and disadvantages.		

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(C) Professional and Practical Skills:

Alignment of 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 completing this course, students will be able to:	
C1	Apply their understanding of linguistic concepts, methods and approaches to the construction and analysis of meanings in different literary and nonliterary texts and various modes of communication.	c1	Interpret data in light of diverse theoretical approaches and formalisms
C5	Successfully utilize strategies to interpret, analyze and critically examine diverse forms of discourse including literary, journalistic, historical and other non-literary texts.	c2	Bridge the gap between linguistics and practical language courses, by developing their abilities in linguistic analysis of various types of register

Teaching and Assessment Methods for Achieving Learning Outcomes:

Alignment of 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 completing this course, students will be able to:		<ul style="list-style-type: none"> ▪ Lectures and seminars ▪ Independent reading and writing ▪ Classroom discussion 	<ul style="list-style-type: none"> ▪ Sitting for quizzes, mid-term and final exams ▪ Written assignments
c1	Interpret data in light of diverse theoretical approaches and formalisms		
c2	Bridge the gap between linguistics and practical language courses, by developing their abilities in linguistic analysis of various types of register		

(D) General/Transferable Skills:

Alignment of 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 completing this course, students will be able to:	
D5	Employ effective skills in research capability, creative thinking and interpersonal relationship skills.	d1	Analyze a field-related issue in a coherent, unified written discourse
D6	Communicate proficiently and fluently in English in different academic, professional and social settings.	d2	Use the concept of meaning in and out of context in communicating appropriately in English in actual settings

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Teaching and Assessment Methods for Achieving Learning Outcomes:

Alignment of 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 completing this course, students will be able to:		
d5 Analyze a field-related issue in a coherent, unified written discourse	<ul style="list-style-type: none"> ▪ Lectures and seminars ▪ Classroom discussion ▪ Practical exercises 	<ul style="list-style-type: none"> ▪ Sitting for quizzes, mid-term and final exams ▪ Written assignments ▪ Oral presentation
d6 Use the concept of meaning in and out of context in communicating appropriately in English in actual settings		

IV. Course topics

1. Course Topics/Items:

a. Theoretical Aspect

Order	Topic List / Units	CILOs (symbols)	Sub-topic List	Number of weeks	Contact hours
1	Introduction	a1; a2;	- What is Semantics? - What is Pragmatics? - An overview of the course	1	3
2	Meaning	a1; a2; b1; b2	- Meaning - Types of Meaning - Levels of Meaning - Influential approaches to analyzing meaning	1	3
3	Semantics	a1; a2; b1; b2	- Semantics and Semiotics - Semantics and other linguistic disciplines	1	3
4	Lexical Semantics	a1; a2; b1; b2; c1; c2; d1; d2	- Lexical meaning - Lexical relations analysis - Semantic features analysis	1	3
5	Topics related to Lexical Semantics	a1; a2; b1; b2; c1; c2; d1; d2	- Semantic Fields - Color Terms - Kinship Terms - Taboo terms & euphemisms	1	3
6	Sentence Semantics	a1; a2; b1; b2; c1; c2; d1; d2	- Sentence meaning - Sentence in Semantics - Sentence Semantic Relations	1	3
7	Compositional Semantics	a1; a2; b1; b2; c1; c2; d1; d2	- Compositional Semantics - Compositionality - Exceptions to Compositionality - Deep Structure and ambiguity	1	3
9	Formal Semantics	a1; a2; b1;	- Some basic semantic concepts	1	3

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		b2; c1; c2; d1; d2	- Formal Semantics		
10	Functional Semantics	a1; a2; b1; b2; c1; c2; d1; d2	- Functional Semantics - Functional roles	1	3
11	Pragmatics	a1; a2; b1; b2; c1; c2; d1; d2	- Utterance meaning - Utterance meaning and context - Utterance meaning and deixis	1	3
12	Speech Acts Theory	a1; a2; b1; b2; c1; c2; d1; d2	- Constatives and Performatives - Indirect performatives - Locutionary, Illocutionary and Perlocutionary Acts - Classification of speech acts	1	3
13	Presuppositions	a1; a2; b1; b2; c1; c2; d1; d2	- Presupposition - Types of presupposition	1	3
14	Implicatures	a1; a2; b1; b2; c1; c2; d1; d2	- Implicature - Types of implicature	1	3
Number of Weeks /and Units Per Semester				14	42

b. Training Aspect:

Order	Training Tasks	CILOs (symbols)	Number of weeks	Contact hours
1				
2				
3				
Number of Weeks /and Units Per Semester				

V. Teaching strategies of the course:

Teaching strategies of the course are included in lectures, student active seminars and independent study. The course is given in the form of lecture slides that demand active participation from the students. The students' participation demands reading and digesting of the literature, preparation for participation in a seminar discussion and written reports of seminar discussions.

The Learner's role is activated through a set of strategies:

- Lectures
- seminars
- Small group discussion
- Tutorial
- Open presentations
- Guided self-study

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Assessment Methods:

- Written assignments
- Quizzes
- Oral presentations
- Mid-term test
- Final exams

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; b1; b2; c1; c2; d1; d2
2	Assignments	4-12	10	10%	a1; a2; b1; b2; c1; c2; d1; d2
3	Mid-semester exam	8	20	20%	a1; a2; b1; b2; c1; c2; d1; d2
4	Final Exam	15	60	60%	a1; a2; b1; b2; c1; c2; d1; d2
	Total		100	100%	

VII. Students' Support:

Office Hours/week	Other Procedures (if any)
3 hours/week	E-mail and Whats-Up contact

VIII. Learning Resources (MLA style or APA style):

1. Textbooks- (not more than 2)

- Cruse, D. A. (2004). *Meaning in language. An introduction to semantics and pragmatics.* Oxford: Oxford University Press.
- Jaszczolt, K.M. (2002) *Semantics and Pragmatics: Meaning in Language and Discourse.* London: Longman.

2. Essential References- (not less than 4)

- Elbourne, P. (2011) *Meaning: A Slim Guide to Semantics* Oxford: Oxford University Press.
- Kearns, Kate (2000). *Semantics.* New York: St. Martin's Press.
- Levinson, Stephen C. (1983). *Pragmatics.* Cambridge, UK: Cambridge University Press.
- Saeed, John I. (2003). *Semantics (2nd ed.)* Oxford, UK: Blackwell.

3. Recommended Books and Reference Materials.

- Bach, Emmon (1989). *Informal lectures on formal semantics.* Albany, NY: SUNY Press.

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Frawley, William (1992). *Linguistic semantics*. Hillsdale, NJ: Lawrence Erlbaum Associates.
Kearns, K.(2000). *Semantics*. London: Macmillan Press.
Leech, G. N. (1978) *Semantics*. London: Penguin.
Löbner, Sebastian (2002). *Understanding semantics*. London, UK: Arnold Publishers
Lyons, J. (1977) *Semantics* (Vol I and Vol II). Cambridge: Cambridge University Press.
Palmer, F. R. (1997) *Semantics*. Cambridge: Cambridge University Press

4. Electronic Materials and Web Sites etc.

<https://plato.stanford.edu/entries/pragmatics/>

5. Other Learning Material.

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

1	Class Attendance: 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	Tardiness: A student will be considered late if he/she is not in class after 10 minutes of the start time of class.
3	Exam Attendance/Punctuality: 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	Assignments & Projects: Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the allocated mark.
5	Cheating: 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	Forgery and Impersonation: 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	Other policies: 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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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 للشؤون الأكاديمية	

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Course Plan of Introduction to Semantics and Pragmatics

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:	Introduction to Semantics and Pragmatics					
2	Course Number & Code:	DR 71					
3	Credit hours:	C.H				Total	
		Th.	Seminar	Pr.	F. Tr.		
		3	-	-			3
4	Study level/year at which this course is offered:	Level IV, Semester VII					
5	Pre –requisite (if any):	DR 35					
6	Co –requisite (if any):	Nil					
7	Program (s) in which the course is offered	BA in English Language Studies					
8	Language of teaching the course:	English					
9	System of Study:	Regular					
10	Mode of delivery:	Interactive lectures					
11	Location of teaching the course:	Faculty of Languages					
III. Course Description:							
<p>This course focuses on presenting an introduction to how language is used to communicate meanings. The course covers the semantic principles of the meanings of words and sentences, integrated within the framework of the study of the communicative uses of language, as well as the pragmatic principles underlying linguistic communication. The first part introduces the study of semantics on both word and sentence levels. The second part introduces the study of utterance meaning as the basic concern of pragmatics.</p>							
IV. Intended learning outcomes (ILOs) of the course:							
<p>On completion of this course, students will be able to:</p> <p>a) Discuss the linguistic and socio-cultural contexts in which language is used.</p> <p>b) Describe how language is used to perform “speech acts” and indicate understanding between what is said and what is implied.</p> <p>c) Evaluate certain theories and draw conclusions concerning their applicability in human interaction and language methodology.</p>							

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- d) Explain theories of word, sentence and utterance meaning and assess their advantages and disadvantages.
- e) Interpret data in light of diverse theoretical approaches and formalisms.
- f) Bridge the gap between linguistics and practical language courses, by developing their abilities in linguistic analysis of various types of register
- g) Analyze a field-related issue in a coherent, unified written discourse
- h) Use the concept of meaning in and out of context in communicating appropriately in English in actual settings;

V. Course Content:

a. Theoretical Aspect:

No	Topics List	Week Due	Contact Hours
1	Introduction - What is Semantics? - What is Pragmatics? - An overview of the course	1 st	3
2	Meaning - Meaning - Types of Meaning - Levels of Meaning - Influential approaches to analyzing meaning	2 nd	3
3	Semantics - Semantics and Semiotics - Semantics and other linguistic disciplines	3 rd	3
4	Lexical Semantics - Lexical meaning - Lexical relations analysis - Semantic features analysis	4 th	3
5	Topics related to Lexical Semantics - Semantic Fields - Color Terms - Kinship Terms - Taboo terms & euphemisms	5 th	3
6	Sentence Semantics - Sentence meaning - Sentence in Semantics - Sentence Semantic Relations	6 th	3
7	Compositional Semantics - Compositional Semantics - Compositionality - Exceptions to Compositionality - Deep Structure and ambiguity	7 th	
8	Mid-Term Test	8 th	3
9	Formal Semantics - Some basic semantic concepts - Formal Semantics	9 th	3
10	Functional Semantics - Functional Semantics - Functional roles	10 th	3

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11	Pragmatics	- Utterance meaning - Utterance meaning and context - Utterance meaning and deixis	11 th	3
12	Speech Acts Theory	- Constatives and Performatives - Indirect performatives - Locutionary, Illocutionary and Perlocutionary Acts - Classification of speech acts	12 th	3
13	Presuppositions	- Presupposition - Types of presupposition	13 th	
14	Implicatures	- Implicature - Types of implicature	14 th	3
15	Revision		15 th	3
	Final exam		16 th	
Number of Weeks /and Units Per Semester			16	48

b. Training Aspect:

Order	Training Tasks	Week Due	Contact hours
1			
Number of Weeks /and Units Per Semester			

VI. Teaching strategies of the course:

Teaching strategies of the course are included in lectures, student active seminars and independent study. The course is given in the form of lecture slides that demand active participation from the students. The students' participation demands reading and digesting of the literature, preparation for participation in a seminar discussion and written reports of seminar discussions.

The Learner's role is activated through a set of strategies:

- | | |
|--|---|
| - Lectures
- seminars
- Small group discussion
- Open presentations | - Guided self-study
- Presentations
- Group activities to build knowledge
- group projects |
|--|---|

Assessment Methods:

- | | |
|---|---|
| - Written examinations
- Assignments
- Presentations
- Quizzes | - Oral assessment and feedback
- Report writing/
- projects/ classroom practical session
- Team work |
|---|---|

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

No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Proportion of Final Assessment
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1	Participation and quizzes	1-12	10	10%	10%
2	Assignments	4-12	10	10%	10%
3	Mid-semester exam	8	20	20%	20%
4	Final Exam	16	60	60%	60%
	Total		100	100%	

VII. Learning Resources (MLA style or APA style):

1. Textbooks- (not more than 2)

- Cruse, D. A. (2004). *Meaning in language. An introduction to semantics and pragmatics*. Oxford: Oxford University Press.
- Jaszczolt, K.M. (2002) *Semantics and Pragmatics: Meaning in Language and Discourse*. London: Longman.

2. Essential References- (not less than 4)

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- Palmer, F. R. (1997) *Semantics*. Cambridge Cambridge University Press

4. Electronic Materials and Web Sites etc.

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5. Other Learning Material.

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

1	Class Attendance: 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	Tardiness: A student will be considered late if he/she is not in class after 10 minutes of the start time of class.
3	Exam Attendance/Punctuality: 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	Assignments & Projects:

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	Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the allocated mark.
5	Cheating: 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	Forgery and Impersonation: 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	Other policies: 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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