



Course Specification of Semantic and pragmatic analysis

I. Course Identification and General Information:						
1	Course Title:	Semantic and pragmatic analysis				
2	Course Number & Code:	LNG 5112				
3	Credit hours:	C.H				Total
		Theoretical	Practical	Training	Seminar	
		3	----	----	----	3
4	Study level/ semester at which this course is offered:	Semester One				
5	Pre –requisite (if any):	none				
6	Co –requisite (if any):	Phonetic and phonological analysis and Morphosyntactic analysis				
7	Program (s) in which the course is offered:	MA in Linguistics				
8	Language of teaching the course:	English				
9	Location of teaching the course:	Department of English, Faculty of Languages				
10	Prepared by:	أ.د/ عبدالسلام محمد غالب الغرافي Dr. Abdusalam M. Gh. Al-Ghrafy (Prof. of Ling.)				
11	Date of approval:					

II. Course description:

This course offers an introduction to the basic concepts and methods in the analysis of natural language meaning through a survey of major current approaches and their findings: structuralist, referential and cognitive semantics, and radical pragmatics. This will help graduate students conduct research studies



and linguistic semantic and pragmatic analysis in both English and Arabic.

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

After completing this course, students will be able to:

1. Demonstrate an overview of basic concepts and problems central to the study of semantics and pragmatics within current linguistic theories;
2. Show awareness of the nature and scope of semantics and pragmatics and their place within linguistics;
3. Bridge the gap between linguistics and practical language courses, by developing their abilities in linguistic analysis of various types of register;
4. Identify key texts in the areas of semantics and pragmatics and be able to read difficult and complex academic literature related to the field;
5. Review and present current research in the field of semantics and pragmatics;
6. Examine theories of word, sentence and utterance meaning and assess their advantages and disadvantages; and
7. Analyze and interpret data in light of diverse theoretical approaches and formalisms; and
8. Work in a team to plan and prepare a research project related to the course content and finish it in a specific and limited time.

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:	
A1	Define the terminology and forms of notation used in linguistic theory.	a1	Show awareness of the nature and scope of semantics and pragmatics and their place within linguistics.
A2	Demonstrate awareness of the current	a2	Demonstrate an overview of basic

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issues in linguistics and methods and
concepts of linguistic analysis.

concepts and problems central to the
study of semantics and pragmatics
within current linguistic theories.



Teaching And Assessment Strategies For Achieving Learning Outcomes:

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

Course Intended Learning Outcomes (CILOs) in Knowledge and Understanding		Teaching strategies to be used	Strategies of assessment
After completing this course, students will be able to:		<ul style="list-style-type: none"> ▪ Interactive lectures ▪ Independent reading and writing ▪ Seminars ▪ Classroom discussion 	<ul style="list-style-type: none"> ▪ Quizzes ▪ Mid-term and final exams ▪ Evaluative Presentations ▪ Home assignments
a1	Show awareness of the nature and scope of semantics and pragmatics and their place within linguistics.		
a2	Demonstrate an overview of basic concepts and problems central to the study of semantics and pragmatics within current linguistic theories.		

(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:	
B1	Assess the merits of related theories, including those originating from disciplines other than linguistics.	b1	Examine theories of word, sentence and utterance meaning and assess their advantages and disadvantages.
B2	Critically, evaluate linguistic research and identify problematic areas in language.	b2	Identify key notions in the areas of semantics and pragmatics and be able to read difficult and complex academic literature related to the field.

Teaching and Assessment Strategies for Achieving Learning Outcomes:

Alignment of Learning Outcomes of Intellectual Skills to Teaching Strategies and Assessment Strategies:

Course Intended Learning Outcomes (CILOs) in Intellectual Skills.		Teaching strategies to be used	Strategies of assessment
After completing this course, students will be able to:		<ul style="list-style-type: none"> ▪ Brainstorming ▪ Classroom discussions ▪ Exercises ▪ Problem solving 	<ul style="list-style-type: none"> ▪ Written examinations ▪ Assignments ▪ Presentations ▪ Quizzes ▪ Oral assessment and feedback ▪ Report writing/projects
b1	Examine theories of word, sentence and utterance meaning and assess their advantages and disadvantages.		
b2	Identify key texts in the areas of semantics and pragmatics and be able to read difficult and complex academic literature related to the field.		



(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:	
C3	Use the terminology and forms of notation employed in linguistic theories.	c3	Analyze and interpret data in light of diverse theoretical approaches and formalisms.
C4	Apply fundamental techniques for the analysis of data, including the use of statistical and qualitative corpus and textual analytic techniques.	c4	Bridge the gap between linguistics and practical language courses, by developing their abilities in linguistic analysis of various types of register.
C6	Undertake high-quality research tasks following academic professional standards with minimum guidance.	c6	Review and present current research in the field of semantics and pragmatics.

Teaching and Assessment Strategies for Achieving Learning Outcomes:

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

Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills		Teaching strategies to be used	Strategies of assessment
After completing this course, students will be able to:		<ul style="list-style-type: none"> ▪ Brainstorming ▪ Classroom discussions ▪ Exercises ▪ Problem solving 	<ul style="list-style-type: none"> ▪ Written examinations ▪ Assignments ▪ Presentations ▪ Quizzes ▪ Oral assessment and feedback ▪ Report writing/projects
c3	Analyze and interpret data in light of diverse theoretical approaches and formalisms.		
c4	Bridge the gap between linguistics and practical language courses, by developing their abilities in linguistic analysis of various types of register.		
c6	Review and present current research in the field of semantics and pragmatics.		

(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:	
D1	Work in teams, draw conclusions and reflect differences of opinion, and independently employ self-organization, time-management skills, and identify own needs for development;	d1	Work in a team to plan and prepare a research project related to the course content and finish it in a specific and limited time.



Teaching And Assessment Strategies For Achieving Learning Outcomes:

Alignment of Learning Outcomes of General and Transferable skills to Teaching and Assessment Strategies:

Course Intended Learning Outcomes (CILOs) in General and Transferable Skills		Teaching strategies to be used	Strategies of assessment
After completing this course, students will be able to:		<ul style="list-style-type: none"> ▪ Classroom discussions ▪ Exercises ▪ Problem solving ▪ group projects and presentations 	<ul style="list-style-type: none"> ▪ Written examinations ▪ Assignments ▪ Presentations ▪ Quizzes ▪ Report writing/projects
d1	Work in a team to plan and prepare a research project related to the course content and finish it in a specific and limited time.		

IV. Course Content:

1. Course Topics/Items:

No	Topic List / Units	CILOs (symbols)	Sub-topic List	Number of weeks	Contact hours
1	Introduction	a1, a2	<ul style="list-style-type: none"> - An overview: semantics and semiotics; semantics vs. pragmatics; types and levels of meaning; semantics and other linguistic disciplines; semantics in other disciplines; influential approaches to analyzing meaning 	1	3
2	Lexical Meaning	a1, a2, b1, b2, c3, c4, c6, d1	<ul style="list-style-type: none"> - Meaning - Lexical meaning - Lexical relations 	1	3
3	Topics Related to Lexical Meaning	a1, a2, b1, b2, c3, c4, c6, d1	<ul style="list-style-type: none"> - Semantic fields - Color terms - Kinship terms - Counting systems - Taboo terms and euphemisms - Gender, and titles and forms of address 	1	3
4	Sentence Meaning and Truth	a1, a2, b1, b2, c3, c4, c6, d1	<ul style="list-style-type: none"> - Sentence in semantics - Truth conditions vs. truth values - Sentence semantic relations and truth 	1	3
5	Sentence Meaning and Compositionality	a1, a2, b1, b2, c3, c4, c6, d1	<ul style="list-style-type: none"> - Compositionality - Exceptions to compositionality - Deep structure and ambiguity 	1	3
6	Sentence Logical and	a1, a2, b1, b2, c3, c4,	<ul style="list-style-type: none"> - Some basic semantic concepts - Logical/formal semantics 	1	3



	Functional Meaning	c6, d1	- Compositional/functional semantics		
7	Presuppositions and Implicatures	a1, a2, b1, b2, c3, c4, c6, d1	- Presuppositions - Implicatures	1	3
8	Mid-Term Test	a1, a2, b1, b2, c3, c4	Written Test	1	3
9	Utterance Meaning	a1, a2, b1, b2, c3, c4, c6, d1	- Utterance meaning and pragmatics - Utterance meaning and context - Utterance meaning and deixis	1	3
10	Speech Acts Theory	a1, a2, b1, b2, c3, c4, c6, d1	- Speech acts theory - Illocutionary acts theory	1	3
11	Conversational Implicatures	a1, a2, b1, b2, c3, c4, c6, d1	- Conversational implicatures - Cooperative principle and maxims	1	3
12	Politeness Theory	a1, a2, b1, b2, c3, c4, c6, d1	- Politeness - Politeness and face management - Politeness principle and maxims	1	3
13	Impoliteness Model	a1, a2, b1, b2, c3, c4, c6, d1	- Impoliteness - Model of impoliteness	1	3
14	Students' Project presentations	a1, a2, b1, b2, c3, c4, c6, d1	- Students' project presentations	1	3
15	Students' Project presentations	a1, a2, b1, b2, c3, c4, c6, d1	- Students' project presentations	1	3
16	Final Examination	a1, a2, b1, b2, c3, c4	Written Test	1	3
Number of Weeks /and Units Per Semester				16	48

b. Training Aspect:

No	Training Tasks	CILOs (symbols)	Number of weeks	Contact hours
1	-----	-----	-----	-----
Number of Weeks /and Units Per Semester				

V. Teaching strategies of the course:

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- Interactive lectures
- Independent reading and writing
- Seminars
- Classroom discussion
- Brainstorming
- Problem solving
- Brainstorming
- Exercises
- group projects and presentations



3-Assessment Strategies:

- Quizzes
- Mid-term and final exams
- Evaluative presentations
- Assignments
- Research projects and presentations
- Quizzes
- Oral assessment and feedback
- Report writing/projects

I. Tasks and Assignments

No.	Tasks and Assignments	Week Due	Mark	Aligned Course Learning Outcomes (CILOs symbols)
1	Quizzes, assignments & participations	2 - 13	10	a1, a2, b1, b2, c3, c4, c6, d1
2	Mid-term exam	8	20	a1, a2, b1, b2, c3, c4
3	Research projects & presentations	14 - 15	10	a1, a2, b1, b2, c3, c4, c6, d1
4	Final exam	16	60	a1, a2, b1, b2, c3, c4
Total			100	

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	Continuing assessments (based on in-class participation, home assignments , regularity, punctuality & language use)	2 - 13	10	10%	a1, a2, b1, b2, c3, c4, c6, d1
3	Mid-term exam	8	20	20%	a1, a2, b1, b2, c3, c4
4	Research projects & presentations	14 - 15	10	10%	a1, a2, b1, b2, c3, c4, c6, d1
5	Final Exam	16	60	60%	a1, a2, b1, b2, c3, c4



Total	100	100%	
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VII. Learning Resource (MLA style or APA style)s:

1. Required Textbook(s) (maximum two)

Jaszczolt, K.M. (2002) Semantics and Pragmatics: Meaning in Language and Discourse. London: Longman.

Saeed, John I. (2003). Semantics (2nd ed.) Oxford, UK: Blackwell.

2. Recommended Readings and Reference Materials

Cruse, D. A. (1986). Lexical semantics. Cambridge University Press.

----- (1997). Lexical Semantics. Cambridge: CUP.

----- (2004). Meaning in language. An introduction to semantics and pragmatics. Oxford: OUP.

Hurford, J. & Heasley, B. (2010). Semantics: A course book. (2nd ed.). Cambridge: CUP.

Kearns, K. (2000). Semantics. Palgrave Macmillan

Lappin, S. (ed.) (1997). The Handbook of Contemporary Semantics. Oxford: Blackwell.

Lyons, J. (1995). Linguistics semantics: An introduction. Cambridge: Cambridge University Press.

3. Essential References

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

Bennett, Paul (2002). Semantics: an introduction to non-lexical aspects of meaning. LINCOM.

Carston, R. (2002) Thoughts and utterances. Oxford: Blackwell.

Chierchia, Gennaro & McConnell-Ginet, Sally (1990). Meaning and grammar. Cambridge, MA: MIT Press.

Clark, Herbert H. (1996). Using language. Cambridge, UK: Cambridge University Press.

Croft, William and D.A. Cruse. (2004) Cognitive Linguistics. Cambridge U. Press.

Cruse, A. (2010). Meaning in Language. Oxford: OUP.

Cutting, J. (2008). Pragmatics and Discourse: A resource book for Students, 2nd Edition. London: Routledge English language introductions.



	<p>de Swart, H. (1998) Introduction to Natural Language Semantics. Stanford: CSLI Publications.</p> <p>Elbourne, P. (2011) Meaning: A Slim Guide to Semantics Oxford: Oxford University Press.</p> <p>Fauconnier, Gilles (1997). Mappings in thought and language. Cambridge, UK: Cambridge University Press.</p> <p>Fillmore, Charles (1997). Lectures on deixis. Stanford, CA: CSLI Publications.</p> <p>Frawley, William (1992). Linguistic semantics. Hillsdale, NJ: Lawrence Erlbaum Associates.</p> <p>Green, Georgia M. (2008). Pragmatics and Natural Language Understanding, 2nd ed. New York: Routledge.</p> <p>Huang, Y. (2006). Pragmatics. Oxford: OUP.</p> <p>Hurford J. (2007). Semantics: a Coursebook, CUP, GB.</p> <p>Jackendoff, Ray (1983). Semantics and cognition. Cambridge, MA: MIT Press.</p> <p>Kearns, K.(2000). Semantics. London: Macmillan Press.</p> <p>Lakoff, George (1987). Women, fire, and dangerous things. Chicago, IL: University of Chicago Press.</p> <p>Levinson, S. C. (2000). Presumptive meanings. Cambridge, MA: MIT Press.</p> <p>Levinson, Stephen C. (1983). Pragmatics. Cambridge, UK: Cambridge University Press.</p> <p>Levinson, Stephen C. (2000). Presumptive meanings. Cambridge, MA: MIT Press.</p> <p>Löbner, S. (2002). Understanding semantics. London: Arnold.</p> <p>Löbner, Sebastian (2002). Understanding semantics. London, UK: Arnold Publishers.</p> <p>Mey J. L. (2001) Pragmatics. Blackwell Publishing, Oxford, UK.</p> <p>Murphy, M. L. (2003) Semantic relations and the lexicon. Cambridge.</p> <p>Saeed J.I. (2011) Semantics (Introducing Linguistics) Wiley-Blackwell Publishing, Oxford, UK.</p>
	4. Electronic Materials and Web Sites etc.
	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 Higher Studies By-law and University 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:			
ملاحظات	الصفة الوظيفية	الاسم	م
	نائب العميد للدراسات العليا	د/ عباس مطهر	١
	نائب عميد مركز التطوير وضمان الجودة	أ.م.د/ أحمد مجاهد	٢

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جامعة صنعاء

نائب رئيس الجامعة للشئون الأكاديمية

أ.د/ إبراهيم المطاع

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Course Plan of Semantic and pragmatic analysis

II. Information about Faculty Member Responsible for the Course:

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

III. Course Identification and General Information:

1-	Course Title:	Semantic and pragmatic analysis				
2-	Course Number & Code:	LNG 5112				
3-	Credit hours:	C.H				Total
		Th.	Seminar	Pr.	F. Tr.	
		3	----	----	----	3
4-	Study level/year at which this course is offered:	Semester One				
5-	Pre –requisite (if any):	none				
6-	Co –requisite (if any):	Phonetic and phonological analysis and Morphosyntactic analysis				
7-	Program (s) in which the course is offered	MA in Linguistics				
8-	Language of teaching the course:	English				
9-	System of Study:	Regular				
10-	Mode of delivery:	Lectures, seminars, and presentations				
11-	Location of teaching the course:	Department of English, Faculty of Languages				

IV. Course Description:

This course offers an introduction to the basic concepts and methods in the analysis of natural language meaning through a survey of major current approaches and their



findings: structuralist, referential and cognitive semantics, and radical pragmatics. This will help graduate students conduct research studies and linguistic semantic and pragmatic analysis in both English and Arabic.

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

After completing this course, students will be able to:

1. Demonstrate an overview of basic concepts and problems central to the study of semantics and pragmatics within current linguistic theories;
2. Show awareness of the nature and scope of semantics and pragmatics and their place within linguistics;
3. Bridge the gap between linguistics and practical language courses, by developing their abilities in linguistic analysis of various types of register;
4. Identify key texts in the areas of semantics and pragmatics and be able to read difficult and complex academic literature related to the field;
5. Review and present current research in the field of semantics and pragmatics;
6. Examine theories of word, sentence and utterance meaning and assess their advantages and disadvantages; and
7. Analyze and interpret data in light of diverse theoretical approaches and formalisms; and
8. Work in a team to plan and prepare a research project related to the course content and finish it in a specific and limited time.

VI. Course Content:

A. Theoretical Aspect:

No	Topics List	Week Due	Contact Hours
1	Introduction	1	3
2	Lexical Meaning	2	3
3	Topics Related to Lexical Meaning	3	3
4	Sentence Meaning and Truth	4	3
5	Sentence Meaning and Compositionality	5	3



6	Sentence Logical and Functional Meaning	6	3
7	Presuppositions and Implicatures	7	3
8	Mid-Term Test	8	3
9	Utterance Meaning	9	3
10	Speech Acts Theory	10	3
11	Conversational Implicatures	11	3
12	Politeness Theory	12	3
13	Impoliteness Model	13	3
14	Students' Project presentations	14	3
15	Students' Project presentations	15	3
14	Final Examination	16	3
Number of Weeks /and Units Per Semester		16	48

Training Aspects:			
No	Training Tasks	Number of weeks	Contact hours
1	-----	-----	-----

I. Tasks and Assignments			
No.	Tasks and Assignments	Week Due	Mark
1	Quizzes, assignments & participations	2 - 13	10
2	Mid-term exam	8	20
3	Research projects & presentations	14 - 15	10
4	Final exam	16	60
Total			100



VII. Teaching strategies of the course:

- Interactive lectures
- Independent reading and writing
- Seminars
- Classroom discussion
- Brainstorming
- Problem solving
- Brainstorming
- Exercises
- group projects and presentations

VIII. Assessment Strategies:

- Quizzes
- Mid-term and final exams
- Evaluative presentations
- Assignments
- Research projects and presentations
- Oral assessment and feedback
- Report writing/projects

No.	Type of Assessment Tasks	Week Due	Mark	Proportion of Final Assessment
1	Continuing assessments (based on in-class participation, home assignments , regularity, punctuality & language use)	2 - 13	10	10%
2	Mid-term exam	8	20	20%
3	Research projects & presentations	14 - 13	10	10%
4	Final Exam	16	60	40%
Total			100	100%

IX. Learning Resource (MLA style or APA style)s:

1. Required Textbook(s) (maximum two)

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Saeed, John I. (2003). *Semantics* (2nd ed.) Oxford, UK: Blackwell.

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	<p>CUP.</p> <p>Kearns, K. (2000). Semantics. Palgrave Macmillan</p> <p>Lappin, S. (ed.) (1997). The Handbook of Contemporary Semantics. Oxford: Blackwell.</p> <p>ons, J. (1995). Linguistics semantics: An introduction. Cambridge: Cambridge University Press.</p>
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	<p>Kearns, K.(2000). Semantics. London: Macmillan Press.</p> <p>Lakoff, George (1987). Women, fire, and dangerous things. Chicago, IL: University of Chicago Press.</p> <p>Levinson, S. C. (2000). Presumptive meanings. Cambridge, MA: MIT Press.</p> <p>Levinson, Stephen C. (1983). Pragmatics. Cambridge, UK: Cambridge University Press.</p> <p>Levinson, Stephen C. (2000). Presumptive meanings. Cambridge, MA: MIT Press.</p> <p>Löbner, S. (2002). Understanding semantics. London: Arnold.</p> <p>Löbner, Sebastian (2002). Understanding semantics. London, UK: Arnold Publishers.</p> <p>Mey J. L. (2001) Pragmatics. Blackwell Publishing, Oxford, UK.</p> <p>Murphy, M. L. (2003) Semantic relations and the lexicon. Cambridge.</p> <p>Saeed J.I. (2011) Semantics (Introducing Linguistics) Wiley-Blackwell Publishing, Oxford UK.</p>
	4. Electronic Materials and Web Sites etc.
	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)

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الجمهورية اليمنية

وزارة التعليم العالي والبحث
العلمي

مجلس الاعتماد وضمان جودة
التعليم العالي

جامعة صنعاء

	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 Higher Studies By-law and University 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.