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الجمهورية اليمنية وزارة التعليم العالي والبحث العلمي مجلس الاعتماد وضمان جودة التعليم العالي

#### <u>علم الصرف</u> Course Specificationfor Semantics

I. Course Identification and General Information:					
Course Title:	Semantics				
Course Code and Number:					
Credit Hours:	theory	practice	seminar	training	Total
dicult fiburs.	14				42
Level & Semester:	Level three, second semester				
Pre-requisites (if any):	Introduction to language				
Co-requisites (if any):	none				
Program in which this course is	BA in English and Literature				
offered:					
Language of teaching the course:	English				
Location of teaching the course:	Faculty of Arts and Humanities, Department of				
	English and Literature				
Prepared by:	Dr.Hamed Al-Mogarry				
Date of Approval:	te of Approval:				

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رئيس القسم

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Semantics is a course designed to be taught to level three English language students studying English as a foreign language. It aims to expose students to the different applications and uses of semantics pointing out some concepts and ideas. This course introduces some basic information about the definition of semantics, lexical relations of words, the semantics of sentence elements, The semantics of sentences.

#### III. Aims and Objectives of the Course:

- 1. To provide a list of the definitions of semantics and semantic concepts,
- 2. To discuss the differences between semantic terms,
- 3. To reveal the semanticrelations between words and sentences,
- 4. To compare between sentence and utterance in terms of semantics,
- 5. To enable students to try some semantic analyses of words,
- 6. To point out the semantic roles of certain sentences .

IV. Alignment of Course Intended Learning Outcomes (CILOs) toProgram Intended			
Learning Outcomes (PILOs)			
DII Oa	CILOa		

PILOs	CILOs
(A) Knowledge &	Understanding:
Upon the completion of the BA program, students are expected to be able to:	Upon the completion of this course, students are expected to be able to:
A1: showknowledge and understanding of	a1- provide a list of the definitions of

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different linguistic and literary theories	semantics and semantic concepts,
and schools of thought and English and	
American linguistics/literature;	
A2: expressa knowledge of social values and	<b>a2</b> - numerate the semantics relations of words
traditions common in other cultures;	
A3: show a solid background of various	a3-name the main concepts related
communication skills, be it reading,	tosemantics of sentences,
writing, speaking, or translation skills;	
A4: show knowledge and understanding of	a4-
modern research tools and methods,	
including the employment of technology;	
(B) Intelle	ctual Skills
B1: distinguish different literary forms and	b1- discuss the differences between semantic
currents as well as their distinct	terms,
characteristics;	
<b>B2</b> : evaluate linguistic and cultural	b2- recognizesemantic relations between
phenomena and suggest explanations for	words and sentences,
them;	
B3: compare different literary, linguistic and	b3-compare between sentence and utterance
translation theories and strategies;	in terms ofsemantics,
B4: distinguish different language skills in	b4-
terms of reading, writing, and speaking	
and listening;	
(C) Professional	& Practical Skills
C1: employ theories, terms and concepts	c1-try some semantic analyses of words,
common in literature, linguistics and	
translation studies;	
C2: employ different language skills in order	c2- explain the semantic ambiguities of some
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د. حسين أحمد الورد

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to read and write different texts in English	sentences,
and translate them from English into	
Arabic and vice versa;	
C3:use scientifically-appropriate research	c3-point out the semantic roles of certain
tools and methods to collect research	sentences
data, analyze them, and present them in	
a n appropriate manner;	
C4: make use of basic technological	c4-
applications to facilitate learning and	
research process;	
(D) Transfe	rrable Skills
D1: make use of the linguistic and cultural	d1-apply what they learn in English
knowledge acquired in order to interact	semantics to other languagese.g, Arabic,
efficiently and appropriately with people	
from different cultures;	
D2: manage time, work under pressure, and	d2-prepare applicable plans for activities
involve in team activities;	done after studying
D3: pursue knowledge to improve self-	d3-suggest and summarize some books,
learning;	magazines, websites, applications etc
<b>D4</b> : involve creatively in social and academic	d4- engage in pair and group activities such
activities.	as presentations, seminars, bazaars, etc.

IV. Alignment of Course Intended Learning Outcomes (CILOs)							
(A) Alignment of Course Intended Learning Outcomes of Knowledge and							
Understanding to Teaching Strategies and Assessment Strategies:							
Course Intended Learning Outcomes Teaching Strategies Assessment							
Strategies							
a1- provide a list of the definitions of Lecture Oral discussion							

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semantics and semantic concepts,	Class discussion	Quiz and mid and final exam
<b>a2</b> - numerate the semantics relations of words	Lecture Presentation Class discussion	Homework Quiz and mid and final exam
a3-name the main concepts related tosemantics of sentences,	Lecture Class discussion	Homework Quiz and mid and final exam
a4-		
a5-		

## (B) Alignment of Course Intended Learning Outcomes of Intellectual Skills to Teaching Strategies and Assessment Strategies:

Course Intended Learning Outcomes	Teaching Strategies	Assessment
		Strategies
b1- discuss the differences between semantic	Lecture	Presentation
tamas	Presentation	Homework
terms,	Class discussion	Quiz, mid and final
		exam
b2- recognizesemantic relations between	Lecture	Presentation
rriands and santanaes	Practical analysis	Homework
words and sentences,	Class discussion	Quiz and mid and
		final exam
b3-compare between sentence and utterance	Lecture	Presentation
in tames of computing	Practical analysis	Homework
in terms of semantics,	Class discussion	Quiz and final exam
b4-		
b5-		

# (C) Alignment of Course Intended Learning Outcomes of Professional and Practical Skills to the Teaching Strategies and Assessment Strategies:

Course Intended Learning Outcomes	Teaching Strategies	Assessment
		Strategies
c1-try some semantic analyses of words,	Lecture	Presentation
	Practical analysis	Homework
	Class discussion	Quiz and mid and
		final exam

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c2- explain the semantic ambiguities of some	Lecture	Presentation
sentences,	Practical analysis	Homework
semences,	Class discussion	Quiz, mid and final
		exam
c3- point out the semantic roles of certain	Lecture	Presentation
contanges	Practical analysis	Homework
sentences	Class discussion	Quiz and final exam
c4-		
c5-		
(D) Alignment of Course Intended Learning	Outcomes of Transfera	ble Skills to Teaching
Strategies and Assessment Strategies:		
Course Intended Learning Outcomes	Teaching Strategies	Assessment
		Strategies
d1-apply what they learn in English	Lecture	Seminar
comenties to other languages a Arabia	Pair discussion	Debate
semantics to other languagese.g, Arabic,		
d2-prepare applicable plans for activities	Lecture	homework
done after studying	Class discussion	presentation, debate
d3-suggest and summarize some books,	Lecture	homework
magazines websites applications etc	Class discussion	presentation
magazines, websites, applications etc		
d4- engage in pair and group activities such	Lecture	Seminar
as presentations seminars hazaars etc	Pair discussion	Debate
as presentations, seminars, bazaars, etc.	Pair discussion	Debate

V. Cour	V. Course Content:						
A-	A-Theoretical Aspect:						
Order	Units/Topics	Sub-Topics	Numbe	Contact	Learning		
			r of	Hours	Outcomes		
			Weeks				
1	Introduction	Introduction, definition and the main topics of the semester	1	3	a1,a2,b3,c2		
2	Some Basic Concepts in Semantics	(Sentence – Utterance – Proposition)-	1	3	a1,b1,b2,c1,c2		

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	1	T			· · · · · · · · · · · · · · · · · · ·
		- Differences between Sentence and Proposition Entailment - Denotation & Connotation			
		- Sense & Reference			
3	The Semantics of Words (1)	Antonyms / kinds of Antonyms	1	3	a1,b1,b2,c1,c3
4	The Semantics of Words (2)	Synonyms / Pattern of Synonyms	1	3	a1,a2,b1,b3,c2,
5	The Semantics of Words (3)	Homonymy& Polysemy - Kinds of Homonymy - Differences between - Homonymy& Polysemy	1	3	a1,a2,a3b1, b3,c2
6	The Semantics of Words (4)	Hyponyms - Collocations	1	3	a2,a3,b1,c1
7	Mid- term exam	Mid- term exam	1	3	a1,a2,a3,b1, b3,c1, c2
8	The Semantics of Prefixes and Suffixes	Homonymous Prefixes and Suffixes - Polysomic Prefixes and Suffixes	1	3	a1,a2,a3,b1, b3,c1, c2,c3
9	Ambiguity	Types of Ambiguity (phonological – lexical – syntactic)	1	3	a1,a2,a3, c2,d1,d2
10	The Semantics of Sentence Elements 1	Agent / Experiencer / External Causer / Positioner / Attribute / Affected / Resultant	1	3	a1,a2,b1,b2,b3,c 2,d1,d2
11	The Semantics of the Sentence 2	Eventive / Recipient / Beneficiary / Instrument / Locative	1	3	a1,a2,b1,b3,c3,d 2,d3
12	The Semantics of the Sentence 3	/ Goal / Source / Temporal Predicator / Predicate / Argument	1	3	a1,a2,b1,b3,c3,d 2,d3

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13	Revision	Revision		1	3		a1,a2,b1,b3,c3,d
1.4	Einel annu	Final exam		1	3		2,d3
14	Final exam	Final exam		1	3		a1,a2,a3,b1,b2,b 3,c1,2c,c3,d2,d3
Number	Number of Weeks and Contact Hours per						3,01,20,03,42,43
Semeste		•					
В	B. Practical Aspect (if any):						
Order	Tasks/E	xperiments	N	lumber	Contact		Learning
			0	f Weeks	Hours		Outcomes
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
Number of Weeks and Contact Hours							
per Semester:							
VI. Tea	VI. Teaching Strategies of the Course						
Lecture							
	l analysis						
Class di	scussion						
Pair disc	cussion						

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عميد الكلية

أ.م.د. عبدالملك محجد عيسى

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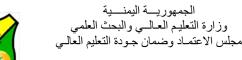
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Presentation

VII.	VII. Activities/Assignments						
No.	Activities/Assignments	Aligned CILOs	Week	Mark			
			Due				
1	Attendance and Participation	All along	All along	10			
2	Assignments	a2,a3,b1,b2,b3,c1,c2,c3,d2,d4	All along	10			

VIII.	VIII. Schedule of Assessment Task for Students During the Semester:					
No	Assessment	Week	Mark	<b>Proportion of Final</b>	Aligned	
•	Method	Due		Assessment	CILOs	
1	Assignments		10	10%	a2,a3,b1,b2,b3,	
					c1,c2,c4,d2,d4	
2	Attendance and	All along	10	10%	All along	
	Participation					
3	midterm	7	10	10%	a1,a2,a3,b1,b2, c1,c2	
4	written final exam		70	70%	a1,a2,a3,b1,b2,	
					b3,c1,2c,c4,d2,	
					d3	
Total Mark			100	100%		

#### IX. Learning Resources:

#### A. Required Textbook(s) (*maximum two*):

- 1. Thakur, D. 1999. Linguistics simplified: Semantics. Delhi, Baharati Press.
- 2. Almanna, Ali. 2016. Semantics for Translation Students. Peter Lang, Oxford.

#### **B:** Essential References:

- 3. Thakur, D. 1999. Linguistics simplified: Semantics. Delhi, Baharati Press.
- 4. Almanna, Ali. 2016. Semantics for Translation Students. Peter Lang, Oxford.

#### C. Electronic Materials and Websites:

1. Wikipedia.

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3.			
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X. Co	X. Course Policies:				
1.	Class Attendance:				
2.	Tardy:				
3.	Exam Attendance/Punctuality:				
4.	Assignments/Projects:				
5.	Cheating:				
6.	Plagiarism:				
7.	Other Policies:				

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