COURSE DESCRIPTION

Faculty	College of Arts & Languages				
Department	English Language &Translation			**NQF level**	6
Course Title	Semantics	**Code**	102751	**Prerequisite**	General Linguistics
Credit Hours	3	**Theory**	√	**Practical**	
Course Leader	Dr. Fatima Muhaidat	**email**	f.muhaidat@jadara.edu.jo		
Lecturers		**emails**			
Lecture time	Sat. 13:30-15:00 & Sun 18:00-19:30:00	**Classroom**	D009	**Attendance**	Full time
Semester	Second 2023-2024	**Production**	4-3-2024	**Updated**	13-3-2024
Type of Teaching	Blended				

Short Description
This course is aimed to get students familiarized with the advanced concepts and terminology used in the modern theory of semantics. In this class we will examine linguistic data from English and other languages. We will follow steps which serve as rules for analyzing it. The textbooks consist of several chapters, with each chapter spotting light on an issue in semantics.

Course Objectives
- Gain an understanding of the complexity of semantic structures of the English language.   - Identify and explain basic concepts in Semantics.   - Analyze utterances containing complex semantic structures   - Analyze sentences in English using pragmatic strategies that have been discussed throughout the textbooks.

Learning Outcomes
A. Knowledge - Theoretical Understanding
.a1 Infer key concepts in semantics.   .a2 Summarize the theories of semantics discussed.
B. Knowledge - Practical Application
.a3 Acquire main categories needed for semantic analysis.
C. Skills - Generic Problem Solving and Analytical Skills
.b1Construct different formal sentences using theories of semantics in English.
D. Skills - Communication, ICT, and Numeracy

.b2 Offer and discuss solutions to main semantic problems.	

E. Competence: Autonomy, Responsibility, and Context

.c1 Work effectively in pairs and groups through peer evaluation of semantic problems and how they can be solved.

Teaching and Learning Methods

teacher presentation, classroom discussion, presentations, quizzes, textbook-based activities.

Assessment Methods

-Mid-term test and final-term exam
-Presentations, classroom participation, Quizes

Course Contents

Week	Hours	CILOs	Topics	Teaching & Learning Methods	Assessment Methods
1.	3		Orientation	teacher presentation, classroom discussion, textbook-based activities	Ask and answer
2. Chapter 1 in Main Textbook	3	a1;a2	Definition of Semantics	teacher presentation, classroom discussion, textbook-based activities	Textbook exercises
3. Chapter 1 continued	3	a1;a2	Semantic Features	teacher presentation, classroom discussion, textbook-based activities	Oral Presentations
4. Chapter 2	3	a1;a2	Reference	teacher presentation, classroom discussion, textbook-based activities	Ask and answer Qs
5. Chapter 2 continued	3	b1;c1	Predicates	teacher presentation, classroom discussion, textbook-based activities	Textbook exercises
6. Chapter 3	3	b1;c1	Sense, Deixis and Implicature	teacher presentation, classroom	Assignments/ activities

				discussion, textbook-based activities	
7. Chapter 1 of *An Advanced Introduction to Semantics: A Meaning-Text Approach*	3	b1;c1 a1;a2	Doing Semantics with Meaning-Text Linguistic Theory	teacher presentation, classroom discussion, textbook-based activities	Homework. Assisgment
8.	3		**Mid-term Exam**		
9. Chapter 23	3	b1;c1 a1;a2	Speech Acts	teacher presentation, classroom discussion, textbook-based activities	Textbook exercises
10. Chapter 24	3	b1;c1	Speech Acts. Perlocutions and Illocutions	teacher presentation, classroom discussion, textbook-based activities	Textbook exercises
11. Chapter 25	3	b1;c1	Felicity conditions	teacher presentation, classroom discussion, textbook-based activities	Ask and answer
12. Chapter 25	3	b1;c1	Felicity conditions (continued)	teacher presentation, classroom discussion, textbook-based activities	Textbook exercises
13. Chapter 24 continued	3	b1;c1	Illocutionary and Perlocutionary acts	teacher presentation, classroom discussion, textbook-based activities	Homework/ assignment
14. Chapter 26	3	b1;c1	Direct and Indirect Locutions	teacher presentation, classroom discussion, textbook-based activities	Homework/ assignment
15.	3	b1;c1	Revision	teacher presentation, classroom	Ask and answer

				discussion, textbook-based activities	
16.	2		Final Exam		

Infrastructure	
Textbooks	Hurford, J., et al. 2007. Semantics: A Coursebook. Cambridge University Press. Melcuk, I. and Jasmina Milicevic. 2020. An Advanced Introduction to Semantics: A Meaning-Text Approach. Cambridge University Press.
References	Riemer, N. 2010. Introducing Semantics. Cambridge University Press. UK Kreidler, C. 2002. Introducing English Semantics. Routledge.
Required reading	
Electronic materials	**All recent publications on semantics (TBA)** **Youtube videos**
Other	

Course Assessment Plan							
Assessment Method	**Grade**	**CLOs**					
		a1	**a2**	**a3**	**b1**	**b2**	**c3**
First(Midterm)	15%	5	2	3	3		2
Final Exam	25%	10	2	3	5	2	3
Coursework	60%						
Coursework assessment methods — Assignments	20	5	5	5	5		
Coursework assessment methods — Case study							
Coursework assessment methods — Discussion and interaction	10	5	5				
Coursework assessment methods — Group work activities	10		5			5	
Coursework assessment methods — Labtests							
Coursework assessment methods — Presentations	10			5			5
Coursework assessment methods — Quizzes	10	5					5
Total	100%	30	19	16	13	7	15

Plagiarism
Plagiarism is claiming that someone else's work is your own. The department has a strict policy regarding plagiarism and, if plagiarism is indeed discovered, this policy will be applied. Note that punishments apply also to anyone assisting another to commit plagiarism (for example by knowingly allowing someone to copy your code). Plagiarism is different from group work in which a number of individuals share ideas on how to carry out the

coursework. You are strongly encouraged to work in small groups, and you will certainly not be penalized for doing so. This means that you may work together on the program. What is important is that you have a full understanding of all aspects of the completed program. In order to allow proper assessment that this is indeed the case, you must adhere strictly to the course work requirements as outlined above and detailed in the coursework problem description. These requirements are in place to encourage individual understanding, facilitate individual assessment, and deter plagiarism.