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| **Approval date:** |  | **Philadelphia University** |
| **Issue:** | **Faculty** |
| **Credit hours** | **Department** |
| **Bachelor** | **Course Syllabus** | **Academic year 2022/2023** |

**Course information**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Prerequisite** | | **Course title** | | **Course#** |
| **0120220** | | **Semantics** | | **0120426** |
| **Room #** | **Class time** | | **Course type** | |
| **409** | **Sun, Tues**  **:**  **11:15-12:45** | | University Requirement  Faculty Requirement  Major Requirement  Elective  Compulsory | |

**Instructor Information**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **E-mail** | **Office Hours** | **Phone No.** | **Office No.** | **Name** |
| *dmalahmeh@philadelphia.edu.jo* | **Sun, Mon,:**  **10:00-11:00 am** | **Ext. 2479** | **413** | **Dr. Dima Malahmeh** |

**Course Delivery Method**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Delivery Method** | | | |
| **Physical  Online  Blended** | | | |
| **Learning Model** | | | |
| **Physical** | **Asynchronous** | **Synchronous** | **Precentage** |
| **100%** | **0%** | **0%** |

**Course Description**

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| Semantics is a branch of Linguistics that studies meaning. This course defines semantics and discusses such concepts as: Meaning (Referential Theory and Mental Representational Theory: sense and denotation); Word meaning (lexical relations); Sentence meaning (Sentence relations (Conjunction, Disjunction, Negation and Material Implication), Truth logic semantic, Entailment and Presupposition, Formal semantics (Model-theoretical semantics, Propositional and Predicate logic, Logical quantifiers: quantificational force, Universal and Existential quantifiers, Scope and scopal ambiguity, Intensionality). Some topics in Pragmatics are also studied in this course, such as: the cooperative principle, hedges, speech acts, implicature, etc. |

**Course Learning Outcomes**

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| --- | --- | --- |
| **Corresponding Program outcomes** | **Outcomes** | **Number** |
| **Knowledge** | | |
| S4 | Familiarize students with the basic concepts in Semantics and theories of meaning | **K1** |
| S4 | Introduce them to the complexity of meaning, word semantics and sentence semantics | **K2** |
| S4 | Understand the basic concepts of Formal Semantics and calculate the truth logic of sentences | **K3** |
| S4 | Familiarize them with the basic concepts of Pragmatics | **K4** |
| **Skills** | | |
| S4 | Discover how context may affect sentence-level analysis and evaluate the limitations of a sentence-bound analysis, and think critically of sentences | **S1** |
| **Attitudes** | | |
| **A1** | Understand how language and meaning play role in our everyday life | **A1** |

**Learning Resources**

|  |  |
| --- | --- |
| Saeed, J. (2003). Semantics. *GB: Blackwell Publishing*.‏ | Course textbook |
| Kearns, K. (2011). Semantics (2nd ed.). Palgrave Modern Linguistics  Griffiths, P. (2006). Introduction to English semantics and pragmatics. Edinburgh university press.‏  Yule, G. (1996). Pragmatics. Oxford University Press.‏ | Supporting References |
| <https://www.linguisticsociety.org/resource/meaning-semantics-and-pragmatics> | Supporting websites |
| **Classroom**  **laboratory Learning platform Other** | Teaching Environment |

**Meetings and subjects timetable**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Material** | **Tasks** | **Learning Methods** | **Topic** | **Week** |
| Textbook, Video of a talk or conversation | quiz, in class and out of class assignment, presentations, reports, videotaped assignment | Lecture, flipped Class, project- based learning | Semantics in Linguistics | **1** |
| Textbook, Video of a talk or conversation | quiz, in class and out of class assignment, presentations, reports, videotaped assignment | Lecture, flipped Class, project- based learning | Semantics in Linguistics | **2** |
| Textbook, Video of a talk or conversation | quiz, in class and out of class assignment, presentations, reports, videotaped assignment | Lecture, flipped Class, project- based learning | Meaning , thought and Reality | **3** |
| Textbook, Video of a talk or conversation | quiz, in class and out of class assignment, presentations, reports, videotaped assignment | flipped Class, project- based learning, problem solving based learning, collaborative learning | Meaning , thought and Reality | **4** |
| Textbook, Video of a talk or conversation | quiz, in class and out of class assignment, presentations, reports, videotaped assignment | flipped Class, project- based learning, problem solving based learning, collaborative learning | Words Meaning and lexical relations | **5** |
| Textbook, Video of a talk or conversation | quiz, in class and out of class assignment, presentations, reports, videotaped assignment | flipped Class, project- based learning, problem solving based learning, collaborative learning | Words Meaning and lexical relations | **6** |
| Textbook, Video of a talk or conversation | quiz, in class and out of class assignment, presentations, reports, videotaped assignment | flipped Class, project- based learning, problem solving based learning, collaborative learning | Sentence Relations and Truth conditional logic | **7** |
| Textbook, Video of a talk or conversation | quiz, in class and out of class assignment, presentations, reports, videotaped assignment | flipped Class, project- based learning, problem solving based learning, collaborative learning | Entailment and presupposition | **8** |
| Textbook, Video of a talk or conversation | quiz, in class and out of class assignment, presentations, reports, videotaped assignment | flipped Class, project- based learning, problem solving based learning, collaborative learning | Entailment and presupposition | **9** |
| Textbook, Video of a talk or conversation | quiz, in class and out of class assignment, presentations, reports, videotaped assignment | flipped Class, project- based learning, problem solving based learning, collaborative learning | Formal Semantics: Predicate Logic | **10** |
| Textbook, Video of a talk or conversation | quiz, in class and out of class assignment, presentations, reports, videotaped assignment | flipped Class, project- based learning, problem solving based learning, collaborative learning | Formal Semantics: Predicate Logic | **11** |
| Textbook, Video of a talk or conversation | quiz, in class and out of class assignment, presentations, reports, videotaped assignment | flipped Class, project- based learning, problem solving based learning, collaborative learning | Universal & existential quantifiers | **12** |
| Textbook, Video of a talk or conversation | quiz, in class and out of class assignment, presentations, reports, videotaped assignment | flipped Class, project- based learning, problem solving based learning, collaborative learning | Ambiguity & scopal reading | **13** |
| Textbook, Video of a talk or conversation | quiz, in class and out of class assignment, presentations, reports, videotaped assignment | flipped Class, project- based learning, problem solving based learning, collaborative learning | Pragmatics | **14** |
| Textbook, Video of a talk or conversation | quiz, in class and out of class assignment, presentations, reports, videotaped assignment | Lecture, flipped Class, project- based learning | Speech Act theory and Implicature | **15** |
|  |  |  | **Final Exam** | **16** |

\* includes: Lecture, flipped Class, project- based learning, problem solving based learning, collaborative learning

**Course Contributing to Learner Skill Development**

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| --- |
| Using Technology |
| Searching for reliable info on the web. Preparing a PPT presentation, using audio-visual aids in presentations |
| Communication skills |
| Understanding the semantic aspects of communication |
| Application of concepts learnt |
| Analyzing a sentences semantically and analyzing texts pragmatically |

**Assessment Methods and Grade Distribution**

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| --- | --- | --- | --- |
| **Link to Course Outcomes** | **Assessment Time**  **(Week No.)** | **Grade Weight** | **Assessment Methods** |
| **K1, K2, K3, S1** | **5** | **30 %** | **Mid Term Exam** |
| **A1** |  | **30 %** | **Various Assessments \*** |
| **K1, K2, K3, S1** | **17** | **40 %** | **Final Exam** |
|  |  | **100%** | **Total** |

\* include: quiz, in class and out of class assignment, presentations, reports, videotaped assignment, group or individual projects.

**Alignment of Course Outcomes with Learning and Assessment Methods**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Method\*\*** | **Learning Method\*** | **Learning Outcomes** | **Number** |
| **Knowledge** | | | |
| In-class discussion / quiz / homework | Lecture / project / collaborative learning | Familiarize students with the basic concepts in Semantics and theories of meaning | **K1** |
| In-class discussion / quiz / homework | Lecture / project / collaborative learning | Introduce them to the complexity of meaning, word semantics and sentence semantics | **K2** |
| In-class discussion / quiz / homework | Lecture / project / collaborative learning | Understand the basic concepts of Formal Semantics and calculate the truth logic of sentences | **K3** |
| In-class discussion / quiz / homework | Lecture / project / collaborative learning | Familiarize them with the basic concepts of Pragmatics | **K4** |
| In-class discussion / quiz / homework | | | |
| In-class discussion / quiz / homework | Lecture / project / collaborative learning | Discover how context may affect sentence-level analysis and evaluate the limitations of a sentence-bound analysis, and think critically of sentences | **S1** |
|  | | | |
| In-class discussion / quiz / homework | Lecture / project / collaborative learning | Lecture / project / collaborative learning | **A1** |

\* includes: Lecture, flipped Class, project- based learning, problem solving based learning, collaborative learning

\*\* includes: quiz, in class and out of class assignment, presentations, reports, videotaped assignment, group or individual projects.

**Course Polices**

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| --- | --- |
| **Policy Requirements** | **Policy** |
| The minimum passing grade for the course is (50%) and the minimum final mark recorded on transcript is (35%). | **Passing Grade** |
| * Missing an exam without a valid excuse will result in a zero grade to be assigned to the exam or assessment. * A Student who misses an exam or scheduled assessment, for a legitimate reason, must submit an official written excuse within a week from the exam or assessment due date. * A student who has an excuse for missing a final exam should submit the excuse to the dean within three days of the missed exam date. | **Missing Exams** |
| The student is not allowed to be absent more than (15%) of the total hours prescribed for the course, which equates to six lectures days (M, W) and seven lectures (S,T,R). If the student misses more than (15%) of the total hours prescribed for the course without a satisfactory excuse accepted by the dean of the faculty, s/he will be prohibited from taking the final exam and the grade in that course is considered (zero), but if the absence is due to illness or a compulsive excuse accepted by the dean of the college, then withdrawal grade will be recorded. | **Attendance** |
| Philadelphia University pays special attention to the issue of academic integrity, and the penalties stipulated in the university's instructions are applied to those who are proven to have committed an act that violates academic integrity, such as: cheating, plagiarism (academic theft), collusion, and violating intellectual property rights. | **Academic Honesty** |

**Program Learning Outcomes to be assessed in this Course**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Target Performance level** | **Assessment Method** | **Course Title** | **Learning Outcome** | **Number** |
|  |  |  | Analyze the meaning of words and sentences logically (semantically) and discover how context may affect meaning, and think critically of sentences | **S1** |
|  |  |  |  |  |
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**Description of Program Learning Outcome Assessment Method**

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| --- | --- |
| **Detailed Description of Assessment** | **Number** |
| **Students will be given sentences to analyze semantically according to the truth conditional approach, and according to formal semantics. They will also be asked to analyze the meaning of sentences with reference to the context.** |  |
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**Assessment Rubric of the Program Learning Outcome**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **Rating** | | | | **Score** | | **4** | **3** | **2** | **1** |  | | **ASSIGNMENT BASICS** | | | | | | | **Articles** | Information is gathered from multiple, research-based sources. | Information is gathered from multiple sources. | Information is gathered from a limited number of sources. | Information is gathered from a single source. |  | | **SUMMARY** | | | | | | | **Theme** | Well organized, demonstrates logical sequencing and structure. | Well organized, but demonstrates illogical sequencing or structure. | Weakly organized with no logical sequencing or structure. | No organization, sequencing, or structure. |  | | **Background/Foundation** | Detailed conclusions are reached from the evidence offered. | Conclusions are reached from the evidence offered. | There is some indication of conclusions from the evidence offered. | No conclusions are made from the evidence offered. |  | | **Research Question** | Research question(s) are formed through the literature review and clearly stated. | Research question(s) are formed through the literature review. | Research question(s) were not formed but could be formed through the literature review. | Research question(s) were not formed and are not apparent from the literature review. |  | | **Reference Sheet** | Information is cited properly and in APA format. | Information is cited properly. | Information is cited, but has errors. | Information is not cited or is cited incorrectly. |  | | **PRESENTATION** | | | | | | | **Length** | Adheres to 5 – 10 page criteria. | Exceed or does not meet 5 – 10 page criteria by ½ page or less. | Exceed or does not meet 5 – 10 page criteria by ½ to 1 page. | Exceed or does not meet 5 – 10 page criteria by more than 1 page. |  | | **Format** | Font, spacing, and APA format are correct. | Font and spacing, font and APA, or spacing and APA are correct. | Font, spacing, or APA format is correct. | Font, spacing, and APAP format are incorrect. |  | | **Grammar** | There is 1 or less grammatical error. | There are 2 grammatical errors. | There are 3 grammatical errors. | There are 4 or more grammatical errors. |  | | **TOTAL POINTS** |  | | | |  | |