



ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

**Course Specifications
(LANE 438)
Semantics**



Course Specifications

Institution: University of Jeddah	Date of Report: 18/3/1437
College/Department : Arts Faculty – Khulis	

A. Course Identification and General Information

1. Course title and code: Semantics		
2. Credit hours: 3		
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) English Language and translation		
4. Name of faculty member responsible for the course Nasser Alasmari		
5. Level/year at which this course is offered: 4th year		
6. Pre-requisites for this course (if any)		
7. Co-requisites for this course (if any)		
8. Location if not on main campus: Khulis campus		
9. Mode of Instruction (mark all that apply)		
a. Traditional classroom	<input checked="" type="checkbox"/> What percentage?	<input type="text" value="100%"/>
b. Blended (traditional and online)	<input type="checkbox"/> What percentage?	<input type="text"/>
c. e-learning	<input type="checkbox"/> What percentage?	<input type="text"/>
d. Correspondence	<input type="checkbox"/> What percentage?	<input type="text"/>
f. Other	<input type="checkbox"/> What percentage?	<input type="text"/>
Comments:		



B Objectives

1. What is the main purpose for this course? This course is designed to introduce students to a present and relatively orthodox view of modern linguistic semantics in a clear, stimulating, and accessible format.
2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field) <ul style="list-style-type: none">- Students will be able to understand the mechanism\ of meaning in the vital human communication.- Students will be able to work independently to themselves and will be possible for them to provide a good basis for small group discussion.

C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
About semantics	2	6
Sentence and utterance	2	6
Reference and sense	2	6
Referring expressions	2	6
Predicates	2	6
Predicates and referring expressions	2	6
Deixis and definiteness	1	3
Words and things	1	3



2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	39					39
Credit	39					39

3. Additional private study/learning hours expected for students per week.	5
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
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Course Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning, assessment, and teaching.

The *National Qualification Framework* provides five learning domains. Course learning outcomes are required. Normally a course has should not exceed eight learning outcomes which align with one or more of the five learning domains. Some courses have one or more program learning outcomes integrated into the course learning outcomes to demonstrate program learning outcome alignment. The program learning outcome matrix map identifies which program learning outcomes are incorporated into specific courses.

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. **Fourth**, if any program learning outcomes are included in the course learning outcomes, place the @ symbol next to it.

Every course is not required to include learning outcomes from each domain.



NQF Learning Domains	Suggested Verbs
Knowledge	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write
Cognitive Skills	estimate, explain, summarize, write, compare, contrast, diagram, subdivide, differentiate, criticize, calculate, analyze, compose, develop, create, prepare, reconstruct, reorganize, summarize, explain, predict, justify, rate, evaluate, plan, design, measure, judge, justify, interpret, appraise
Interpersonal Skills & Responsibility	demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write
Communication, Information Technology, Numerical	demonstrate, calculate, illustrate, interpret, research, question, operate, appraise, evaluate, assess, and criticize
Psychomotor	demonstrate, show, illustrate, perform, dramatize, employ, manipulate, operate, prepare, produce, draw, diagram, examine, construct, assemble, experiment, and reconstruct



Suggested **verbs not to use** when writing measurable and assessable learning outcomes are as follows:

Consider	Maximize	Continue	Review	Ensure	Enlarge	Understand
Maintain	Reflect	Examine	Strengthen	Explore	Encourage	Deepen

Some of these verbs can be used if tied to specific actions or quantification.

Suggested assessment methods and teaching strategies are:

According to research and best practices, multiple and continuous assessment methods are required to verify student learning. Current trends incorporate a wide range of rubric assessment tools; including web-based student performance systems that apply rubrics, benchmarks, KPIs, and analysis. Rubrics are especially helpful for qualitative evaluation. Differentiated assessment strategies include: exams, portfolios, long and short essays, log books, analytical reports, individual and group presentations, posters, journals, case studies, lab manuals, video analysis, group reports, lab reports, debates, speeches, learning logs, peer evaluations, self-evaluations, videos, graphs, dramatic performances, tables, demonstrations, graphic organizers, discussion forums, interviews, learning contracts, antidotal notes, artwork, KWL charts, and concept mapping.

Differentiated teaching strategies should be selected to align with the curriculum taught, the needs of students, and the intended learning outcomes. Teaching methods include: lecture, debate, small group work, whole group and small group discussion, research activities, lab demonstrations, projects, debates, role playing, case studies, guest speakers, memorization, humor, individual presentation, brainstorming, and a wide variety of hands-on student learning activities.

5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	1 st	4	15%
2	2 nd	6	15%
3	3 rd	8	15%
4	4 th	12	15%
5	Final exam	16	30%



D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

- 1- Teacher office hours: 5 hours

E. Learning Resources

1. List Required Textbooks

Semantics a coursebook

2. List Essential References Materials (Journals, Reports, etc.)

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)

University online library

5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

Students are encouraged to view business systems simulation software and emulation environment.

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

Classroom

Laboratories



2. Computing resources (AV, data show, Smart Board, software, etc.) Smart board Data show
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) VMware laboratory

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching 1. Periodical quizzes and tests 2. Students feedback using formal evaluation 3. In class interaction among students 4. Surveys 5. Analysing of exam results
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor - Regular evaluation by the teacher and coordinator - College surveys
3 Processes for Improvement of Teaching - Offer the learners a sample of their errors and my suggestions for them to eliminate them. - Analyse of student feedback - Recommendations from the department and the college
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) - Discussion among various team members of the faculty based on the examination results. - Meetings are conducted with teachers for checking the grading of the exams



5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

- Formative and summative evaluation.
- teacher survey
- students survey
- Regular discussions with head of department and other colleagues.

Faculty or Teaching Staff: Dr Nasser Alasmari

Signature: _____ **Date Report Completed:** _____

Received by: _____ **Dean/Department Head**

Signature: _____ **Date:** _____