



Course Specification

(Bachelor)

Course Title: Semantics and Pragmatics

Course Code: ENG 4346-3

Program: Bachelor of Arts in English + Bachelor of Arts in Translation

Department: Department of English and Department of Translation

College: College of Languages and Translation

Institution: King Khalid University

Version: 2

Last Revision Date: February 11, 2026



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A. General information about the course:

1. Course Identification

1. Credit hours: (3)

2. Course type

A. ☐ University ☐ College ☒ Department ☒ Track ☐ Others
B. ☒ Required ☐ Elective

3. Level/year at which this course is offered: (Semester 7 – Year 4)

4. Course General Description:

ENG4346-3 Semantics and Pragmatics is a course designed to delve into the intricate study of meaning in language. It explores the foundational concepts and theories that differentiate semantics and pragmatics, examining how meaning is constructed, interpreted, and communicated. Students will engage with various semantic and pragmatic theories, enhancing their understanding of how meaning operates at different levels of language analysis. Through this course, students will develop a nuanced appreciation of how words, phrases, sentences, and context interact to shape our understanding of meaning in communication.

5. Pre-requirements for this course (if any):

ENG2341-3 Introduction to Theoretical Linguistics

6. Co-requisites for this course (if any):

N/A

7. Course Main Objective(s):

The main objectives of ENG4346-3 Semantics and Pragmatics are to provide students with a comprehensive overview of the key concepts and theories in semantics and pragmatics. The course aims to equip students with the ability to understand and differentiate between semantic and pragmatic aspects of meaning, analyze and apply principles of semantics to linguistic data, and assess the role of pragmatic inferences in effective communication. Furthermore, students will evaluate the impact of semantic components and features in the construction of meaning. By the end of the course, students will be capable of critically analyzing linguistic structures and functions, applying their knowledge to real-world language use and communication.



2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100%
2	E-learning	-	-
3	Hybrid - Traditional classroom - E-learning	-	-
4	Distance learning	-	-

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	45
2.	Laboratory/Studio	-
3.	Field	-
4.	Tutorial	-
5.	Others (specify)	-
Total		45

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Recall and identify the major concepts in semantics, such as various approaches to the study of meaning and lexical relations.	K1	Introduce major concepts in semantics and various approaches to the study of meaning and lexical relations through lectures and readings.	Formative Assessment 1 (5 marks)
1.2	Differentiate between semantic and pragmatic aspects of meaning.	K1	Differentiate between semantic and pragmatic aspects of meaning using case studies, examples, and group activities.	Formative Assessment 2 (5 marks)
1.3	Identify semantic relations between sentences based on	K2	Teach students how to identify semantic relations between sentences based on	Quiz (10 marks)

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	entailment and presupposition.		entailment and presupposition using examples, in-class exercises, and group activities.	
1.4	Describe significant pragmatic theories, such as speaker meaning vs. sentence meaning, implicature, presupposition, and speech act theory.	K3	Discuss significant pragmatic theories through lectures, readings, and group discussions, covering speaker meaning vs. sentence meaning, implicature, presupposition, and speech act theory.	Midterm Exam (30 marks)
2.0	Skills			
2.1	Apply principles of semantics to represent meaning and analyze relationships between words and phrases.	S1	Provide practice exercises and activities for students to apply principles of semantics to represent meaning and analyze relationships between words and phrases.	Assignment 1 (5 marks)
2.2	Assess the importance of pragmatic inferences in communication and their impact on language understanding.	S1	Engage students in critical discussions and activities that assess the importance of pragmatic inferences in communication and their impact on language understanding.	Final Exam (40 marks)
2.3	Analyze naturally occurring linguistic data, focusing on both structure and function.	S2	Analyze naturally occurring linguistic data, focusing on both structure and	Assignment 2 (5 marks)



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			function, through group activities, presentations, and discussions.	
2.4	Evaluate the role of semantic components, binary features, and redundancy rules in defining meaning.	S4	Offer in-class workshops and guided practice sessions for students to evaluate the role of semantic components, binary features, and redundancy rules in defining meaning.	Final Exam (40 marks)
3.0	Values, autonomy, and responsibility			
3.1	Value the importance of understanding meaning and relationships between words and phrases in effective communication, applying principles of semantics to represent meaning and analyze linguistic relationships.	V1	Encourage students to value the importance of understanding meaning and relationships between words and phrases in effective communication through group discussions and reflection activities.	Observe students' application of knowledge during class activities and provide constructive feedback as needed.
3.2	Demonstrate autonomy in evaluating the role of semantic components, binary features, and redundancy rules in defining meaning, actively seeking additional resources and integrating them into personal understanding.	V2	Promote autonomy in evaluating the role of semantic components, binary features, and redundancy rules in defining meaning by providing students with opportunities to independently explore additional resources and integrate them into their personal understanding.	Monitor students' progress in evaluating semantic components and provide guidance and feedback.



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
3.3	Take responsibility for one's own learning and development in the field of pragmatics by assessing the importance of pragmatic inferences in communication and their impact on language understanding, while considering alternative perspectives and approaches.	V2	Foster responsibility for one's own learning and development in the field of pragmatics by engaging students in activities that require them to assess the importance of pragmatic inferences in communication and their impact on language understanding, considering alternative perspectives and approaches.	Assess students' critical thinking skills during class activities and provide feedback to help them improve.

C. Course Content

No	List of Topics	Contact Hours
1.	STUDYING MEANING: SENTENCES VS. UTTERANCES; TYPES OF MEANING (DENOTATION, SENSE, REFERENCE AND DEIXIS); SEMANTICS VS. PRAGMATICS	4.5
2.	SENSE RELATIONS: PROPOSITIONS AND ENTAILMENT: MEANING POSTULATES; COMPOSITIONALITY; SYNONYMY	4.5
3.	SENSE RELATIONS COMPLEMENTARITY, ANTONYMY, CONVERSENESS AND INCOMPATIBILITY; HYPONIMY: HIERARCHIES OF HYPONYMS	4.5
4.	THE SEMANTICS OF NOUNS THE <i>HAS</i> -RELATION: HYPONYMY AND THE <i>HAS</i> -RELATION; WHOLES AND PARTS; SPATIAL PARTS; ENDS AND BEGINNINGS; BODY PARTS COUNT NOUNS AND MASS NOUNS	4.5
5.	THE SEMANTICS OF ADJECTIVES GRADABILITY; COMPOSING ADJECTIVES WITH NOUNS; ADJECTIVE MEANINGS IN CONTEXT	4.5
6.	THE SEMANTICS OF VERBS VERB TYPES AND ARGUMENTS; CAUSATIVE VERBS; THEMATIC RELATIONS	3





7.	PRAGMATICS AN OVERVIEW; IMPLICATURE; GRICE'S MAXIMS (QUALITY, QUANTITY, RELEVANCE AND MANNER); CALCULATING IMPLICATURES FROM THE MAXIMS,	4.5
8.	RELEVANCE THEORY; PRESUPPOSITIONS	4.5
9.	SPEECH ACTS SENTENCE TYPES; SYNTACTIC CUES AND INDIRECT SPEECH ACTS; LEXICAL CUES; DISCOURSE CUES	4.5
10.	POLITENESS THEORY POSITIVE AND NEGATIVE POLITENESS: THE CONCEPT OF FACE; FACE-THREATENING ACTS (FTAS); PRINCIPLES AND MAXIMS: THE POLITENESS PRINCIPLE	3
11.	POLITENESS THEORY THE TACT MAXIM; THE GENEROSITY MAXIM; THE PRAISE MAXIM; THE MODESTY MAXIM; THE AGREEMENT MAXIM; THE SYMPATHY MAXIM; THE CONSIDERATION MAXIM	3
Total		45

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Formative Assessment 1 (5 Marks) 1.1 Recall and identify the major concepts in semantics, such as various approaches to the study of meaning and lexical relations This assessment will focus on students' ability to recall and identify key concepts in semantics, ensuring they grasp the basic terminologies and ideas early in the course.	Mentioned in the new Course Syllabus	5%
2.	Formative Assessment 2 (5 Marks) 1.2 Differentiate between semantic and pragmatic aspects of meaning This assessment will test students' understanding of the distinction between semantics and pragmatics, which is crucial for their ability to navigate the complexities of meaning in language.	Mentioned in the new Course Syllabus	5%
3.	Assignment 1 (5 Marks)	Mentioned in the new Course Syllabus	5%





No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
	2.1 Apply principles of semantics to represent meaning and analyze relationships between words and phrases This assignment will involve exercises where students need to use semantic principles to analyze word relationships and phrase structures.		
4.	Assignment 2 (5 Marks) 2.3 Analyze naturally occurring linguistic data, focusing on both structure and function This assignment will require students to collect and analyze real linguistic data, focusing on how meaning is constructed and interpreted in natural language use.	Mentioned in the new Course Syllabus	5%
5.	Quiz (10 Marks) 1.3 Identify semantic relations between sentences based on entailment and presupposition The quiz will include questions that test students' abilities to identify entailment and presupposition in sentences.	Mentioned in the new Course Syllabus	10%
6.	Midterm Exam (30 Marks) While aligned with a specific CLO for measurement purposes, this comprehensive exam covers all course materials and assesses the knowledge, understanding, and skills up until this point in time. 1.4 Describe significant pragmatic theories, such as speaker meaning vs. sentence meaning, implicature, presupposition, and speech act theory The midterm exam will cover significant pragmatic theories, assessing students' understanding of these theories and their applications.	Mentioned in the new Course Syllabus	30%
7.	Final Exam (40 Marks) Although aligned with certain CLOs for measurement purposes, this comprehensive final exam evaluates the knowledge, understanding,	Mentioned in the new Course Syllabus	40%





No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
	and skills across all topics covered throughout the course. 2.2 Assess the importance of pragmatic inferences in communication and their impact on language understanding 2.4 Evaluate the role of semantic components, binary features, and redundancy rules in defining meaning The final exam will be comprehensive, testing students on their ability to assess the importance of pragmatic inferences and evaluate semantic components, ensuring a thorough understanding of the course material. This assessment is most logically mapped to two learning outcomes due to its comprehensive nature and the need to evaluate students' cumulative understanding and critical evaluation skills.		

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	Griffiths, P. (2023) An Introduction to English Semantics and Pragmatics, 3rd edition, Edinburgh University Press. (Chapters 1, 2, 3, 4, 5, 8 & 11) Cruse, A. (2011) Meaning in Language: An Introduction to Semantics and Pragmatics, 3rd edition, Oxford: Oxford University Press. (Part 4, Chapter 20: Conversational Implicatures)
Essential References	Pragmatics, 2nd edition, Berlin: Language Science Press. Kearns, K. (2011) Semantics, 2nd edition, London: Palgrave Macmillan. Cutting, J. (2008) Pragmatics and Discourse: A Resource Book for Students, 2nd edition, Routledge. Yule, G. (1996) Pragmatics, Oxford: Oxford University Press.
Electronic Materials	Online Courses and Lectures: MOOC platforms like Coursera, edX, and FutureLearn offering courses on semantics, pragmatics, and advanced grammar. Recorded lectures and tutorials from linguistics departments of universities (e.g., MIT OpenCourseWare).
Other Learning Materials	Flashcards and Study Aids:





- Flashcards for key terms and concepts in semantics and pragmatics.
- Study guides summarizing essential theories and frameworks.

2. Required Facilities and equipment

Items	Resources
FACILITIES	- STANDARD CLASSROOM (CAPACITY 25-30 STUDENTS) - ADEQUATE LIGHTING AND VENTILATION - SUITABLE SEATING ARRANGEMENTS - WHITEBOARD
TECHNOLOGY EQUIPMENT	- COMPUTER AND INTERNET CONNECTION FOR INSTRUCTOR - DATA PROJECTOR - SPEAKERS - OPTIONAL: SMART BOARD
OTHER EQUIPMENT	- MARKERS AND ERASERS - NOTICE BOARD
ADDITIONAL RESOURCES	- OPTIONAL: LANGUAGE LAB FACILITIES - OPTIONAL: AUDIO EQUIPMENT - OPTIONAL: MOBILE CHARGING STATION

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
EFFECTIVENESS OF TEACHING	- Students - Peer Reviewers - Program Leaders	- Direct: Classroom observations - Indirect: Student course evaluation surveys - Indirect: Faculty self-evaluation reports
EFFECTIVENESS OF STUDENT ASSESSMENT	- Faculty - Program Leaders - External Reviewers	- Direct: Analysis of grade distributions - Direct: Review of assessment tools - Indirect: Student feedback surveys
QUALITY OF LEARNING RESOURCES	- Students - Faculty - Library Staff	- Direct: Resource utilization reports - Indirect: Student satisfaction surveys - Indirect: Faculty feedback on resource adequacy
THE EXTENT TO WHICH CLOs HAVE BEEN ACHIEVED	- Course Instructor - Department Head - Quality Committee	Direct: Analysis of all course assessment results



Assessment Areas/Issues	Assessor	Assessment Methods
		(quizzes, midterms, assignments, final exam) • Indirect: End-of-course student surveys

G. Specification Approval

COUNCIL /COMMITTEE	ENGLISH DEPARTMENT COUNCIL
REFERENCE NO.	47-15-2
DATE	FEBRUARY 25, 2026

