## A COURSE MODULE DESCRIPTOR FORM

(Course Book)

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| Module Information |
| **Course Module Title** | **Pragmatics** |
| **ناوە کۆرس مۆدیول** | واتازانی |
| **عنوان الوحدة** |  التداولية |
| **Course Module Type** | Theoretical | **Module Code** |  |
| **ECTS Credits** | 2 | **Module Level** | B.A |
| **Semester of Delivery** | Second  | **Dept. Code** | GE. |
| **College (Code)** | E & L |
| **Module Website (CMW)** |  |
| **Module Leader (ML)** |  |
|  **e-mail** | ahmed.azeez@lfu.edu.krd |
| **ML Acad. Title** | Asst. Lect. | **ML Qualification** |  |
| **ML ORCID** | <https://orcid.org/my-orcid?orcid=0000-0001-5824-9990> |
| **ML Google Scholar Acc.** | <https://scholar.google.com/citations?hl=en&user=WUtRxcoAAAAJ> |
| **Course Module Tutor** | Ahmed Azeez Mohammed |
| **Module Tutor email** | ahmed.azeez@lfu.edu.krd |
| **Date Approved** |  | **Version Number** |  |

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| Relation With Other Modules |
| **Pre-requisites** |  |
| Module Aims, Learning Outcomes and Indicative Contents |
| Module Introductory Description | This course is an introduction to core issues in Pragmatics: the study of non-truth conditional aspects of linguistic meaning. We will be particularly concerned this quarter with the relation between pragmatics and semantics, exploring empirical domains in which contextual and truth conditional contributions to meaning interact in complex but regular and well-defined ways. And it is an introduction to formal pragmatic theory that explicitly models the context of utterance and then systematically updates the current state of information of discourse participants. By the end of this course students will be expected to be able to identify types of linguistic inference (e.g. presupposition, entailment, and implicature). |
|  Module Aims | *Upon completion of this course, students will be able to:** an understanding of the nature of meaning as expressed through language;
* an understanding of the basic principles of semantics and pragmatics as applied to English; an awareness of the range of linguistic devices for expressing time and space relations; an understanding of the concepts of deixis and anaphora.
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| Module Learning Outcomes | The students will be able to how to : apply basic concepts of pragmatics in the analysis of linguistic data be able to present a detailed study of a pragmatic phenomenon in speech and writing in a language chosen by him/herself be able to differentiate between semantic and pragmatic components. |
| Learning and Teaching Strategies |
| **Strategies** | Lectures; demonstrations; class discussion; exercises and drills, which may be through audio CDs (which accompany the textbook), videos, Internet materials); oral presentations; role play. |

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| Module Delivery |
| **Structured workload (h/w)** | 4 hours per week |
| **Unstructured workload (h/w)** |  |
| **Total workload (h/w)** |  |

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| Module Assessment |
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| Midterm Examination 25 %  |
| Assignments 15% |
| Final Examination 60% |
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| **Total**  |  | 100 |  |  |

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| Learning and Teaching Resources |
|  | **Text** | **Available in the Library?** |
| **Required Texts** | * Alsulaimaan, M. M., (2016 ) :Semantics and Pragmatics, Erbil: Haval Printing Press.
 | Yes |
| **Recommended Texts** |  |  |
| **Websites** |  |

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| Delivery Plan (Syllabus) |
| **Week**  | **Material Covered** |
| **Week 1** | Add-and-Drop Period  |
| **Week 2** | Introduction pragmatics  |
| **Week 3** | Semantics & Pragmatics |
| **Week 4** | Types of contexts and pragmatic competence |
| **Week 5** | Types of deixis Address terms |
| **Week 6** | Nawroz Holiday, the Kurdish New Year |
| **Week 7** | Nawroz Holiday, the Kurdish New Year |
| **Week 8** | Review |
| **Week 9** | Mid-term examination |
| **Week 10** | Inference |
| **Week 11** | Speech act theory |
| **Week 12** | Types of Presupposition  |
| **Week 13** | Face |
| **Week 14** | Felicity conditions |
| **Week 15** | Revision |
| **Week 16** | **Final Exam** |

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| Course Keywords |
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### APPENDIX: (Help and Information)

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| **Lebanese French UNIVERSITY** |
|  **GRADING SCHEME** |
| **Group** | **ECTS Grade** | **% of Students/Marks** | **Definition** | **GPA** |
| **Success Group****(50 - 100)** | **A -** Excellent | Best 10% | Outstanding Performance | **5** |
| **B -** Very Good | Next 25% | Above average with some errors | **4** |
| **C -** Good | Next 30% | Sound work with notable errors | **3** |
| **D -** Satisfactory | Next 25% | Fair but with major shortcomings | **2** |
| **E -** Sufficient | Next 10% | Work meets minimum criteria | **1** |
| **Fail Group****(0 – 49)** | **FX –** Fail | (45-49) | More work required but credit awarded |  |
| **F –** Fail | (0-44) | Considerable amount of work required |  |
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| Note: |  |  |
| NB Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. KNU has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above. |

**Useful Resource:**

**Designing Learning, From module outline to effective teaching**

<https://www.sun.ac.za/english/faculty/arts/Documents/Designinglearning.pdf>