

المقررات الدراسية للنظام الفصلي/ قسم اللغة الإنجليزية

الفصل الأول

الأسبقية	عدد الساعات	اسم المقرر	رقم المقرر
.....	3	اللغة العربية	01101
.....	4	Listening and Speaking A	02111
.....	3	Reading Comprehension A	02112
.....	3	Writing A	02113
.....	3	English Grammar A	02114
	16	مجموع الساعات	

الفصل الثاني

الأسبقية	عدد الساعات	اسم المقرر	رقم المقرر
01101	3	تطبيقات لغوية	01102
.....	3	لغة اختيارية ثانية(فرنسية/ايطالية)	02110
.....	3	Pronunciation	02201
.....	3	Introduction to English Literature	02202
.....	3	الحضارة العربية الإسلامية	03110
.....	3	علم النفس العام	10101
	18	مجموع الساعات	

الفصل الثالث

الأسبقية	عدد الساعات	اسم المقرر	رقم المقرر
.....	4	Introduction to Linguistics	02301
02112	3	Reading Comprehension B	02302
02113	3	Writng B	02304
02114	3	English Grammar B	02303
02111	4	Listening and Speaking B	02305
	17	مجموع الساعات	

الفصل الرابع

الأسبقية	عدد الساعات	اسم المقرر	رقم المقرر
02202	3	Literary Reading A	02401
02302	3	Reading Comprehension C	02402
02304	3	Essay Writing	02403
01102	4	Introduction to Translation	02404
	13	مجموع الساعات	

الفصل الخامس

الأسبقية	عدد الساعات	اسم المقرر	رقم المقرر
02305	3	Listening and Speaking C	02501
02401	3	Literary Reading B	02502
02303	3	English Grammar C	02503
02301	4	Phonetics and Phonology	02504
02301	3	Introduction to Applied Linguistics	02505
	16	مجموع الساعات	

الفصل السادس

الأسبقية	عدد الساعات	اسم المقرر	رقم المقرر
02505	3	Language Acquisition	02601
02502	3	Introduction to African Literature	02602
02505	3	Introduction to ESP	02603
02404	4	Workshops in Translation	02604
	13	مجموع الساعات	

الفصل السابع

الأسبقية	عدد الساعات	اسم المقرر	رقم المقرر
02601	3	Teaching Methodology and Strategies	02701
02602	3	Introduction to American Literature	02702
02403-02601-02602-02603-02604	3	Research Methodology	02703
02604	3	Semantics	02704
	12		

الفصل الثامن

الأسبقية	عدد الساعات	اسم المقرر	رقم المقرر
02604-02701-02702-02703-02704	4	Translation Theories and Practice	02801
02701-02702-02703-02704	3	Research Project	02802
02701-02702-02703-02704	3	Language Testing	02803
02503-02701-02702-02703-02704	4	English Grammar D (Syntax and Morphology)	02804
.....	3	Introduction to Computer	09103
	17	مجموع الساعات	

إجمالي عدد ساعات التخرج (122)

توصيف المقررات الدراسية للنظام الفصلي / قسم اللغة الإنجليزية

رقم المقرر	اسم المادة	ع الوحدات الدراسية
0010	اللغة العربية	3

أسس قواعد الإملاء والنحو والكتابة والكشف في المعاجم وذلك عن طريق اختيار نصوص من القرآن الكريم والحديث النبوي الشريف وإشعار العرب

رقم المقرر	اسم المادة	عدد الوحدات الدراسية
0101	اللغة الانجليزية I	3

This course aims to assist students who will go on to study a technical course in English medium. The main focus of this course is on developing reading and listening skills. However, since a broad vocabulary has been found to be the best indicator of success in reading and listening, this course also sets out to build the basic of technical vocabulary. By the end of this course, the students will have been introduced to a minimum of 500 basic words in technical English. In addition, key grammar and structure points are highlighted where they affect comprehension of reading or listening text.

Credit units: 10

Placement: (1st semester for science students)

Course objectives:

At the end of this course, the students are expected to:

a. Demonstrate Technical English grammar skills in both spoken and in written forms within the classroom and in the real-life situation. 8

b. Do authentic language tasks in application to the concepts learned.

d. Explain and apply the different grammatical rules in both the speaking and writing activities.

Course outline:

1. points and lines 2. Fractions and ordinals 3. Arithmetic 4. Surfaces and angles 5. Spaces and volumes

6. Measuring 7. Algebra & formulas 8. Natural or man-made? 9. Bits & bytes 10. Computer networking

عدد الوحدات الدراسية	اسم المادة	رقم المقرر
3	اللغة الانجليزية II	0102

This course is a description and explaining technical English grammar based on related forms, function and context. This is intended for the students who have already studied (E101). It focuses on teaching students more technical vocabulary in addition to developing basic learning skills reading and writing. Further, basic technical English words and structure are more highlighted where the affect of using technical vocabulary properly.

Credit units : 11

Pre-requisite E101

Placement: (2nd semester for sciences students)

Course objectives: At the end of the course, the students are expected to :

- Demonstrate advanced technical English grammar .
- Developing basic skills in both reading and written forms within the classroom and in real-life situations.
- Do authentic language tasks in application to the concepts learned,

d. Explain and apply the different grammatical rules in both the speaking and writing activities.

Course outline:

1. Elements and compounds
2. States of matter
3. Properties of matter
4. Symbols and keys
5. Structures and plans
6. Forces, loads, and tools
7. Energy and motion
8. Cells, organs and systems
9. Chains, webs and cycles
10. Micromachines
11. Electricity and magnetism

عدد الوحدات الدراسية	اسم المادة	رقم المقرر
3	English Grammar A	02114

Course Description

This course has been designed to provide an easy entry point for university students or the English as a Second Language (ESL) students to the structure and methodologies of the English Grammar usage and writing. Some grammar sources categorize English into 9 or 10 parts of speech, however, this course uses the traditional categorization of 8 parts of speech.

Course Objectives

At the end of the course, the students are expected to:

- a. Write sentences with strict observance on proper grammar usage
- b. Demonstrate understanding on the complex rules of the English language
- c. Identify the parts of speech used in a particular sentence
- d. Manifest ability to relate from theory to practice
- e. Apply correct punctuation marks in sentences

Course Outline

THE 8 PARTS OF SPEECH

1. Verb: Verb Classification
2. Noun: Noun Classification
3. Adjective: Determiners, Adjective Order, Adjective Before Noun, Adjective After certain Verbs, Comparative Adjectives
4. Adverb: Kinds of Adverb
5. Pronoun: Classification of Pronouns
6. Preposition
7. Conjunction: Classification of Conjunctions
8. Interjection

Methods of Instruction

Student-centered Approach; Cooperative Learning; Task-based; Use of Instructional Media; Dyadic Exchange; Peer Tutoring; Lecture Method; Computer- Aided Instruction (CAI); QAR (Question, Answer, Relationship)

Evaluation

Graded Recitation; Written Quiz; Group Work

Grading System

Midterm Grade:40

Quizzes/Initiative/Class Participation/Assignments 10%

Examination: 30%

Final Exam: 60%

FINAL GRADE: 100%

References

www.englishclub.com

عدد الوحدات الدراسية	اسم المادة	رقم المقرر
4	Listening and Speaking A	02111

This course aims to develop the necessary conversational and listening skills that students need to make social interactions. Students are provided with basic listening and speaking activities which give them the opportunity to express themselves. These include dialogues in various verbal content, functions, and forms. Vocabulary building activities and writing exercises such as filling out forms, taking down notes are also provided to enhance every listening and speaking activity.

Course Objectives

At the end of the course, the students will be able to:

1. express themselves and carry out different kinds of conversational tasks and speech functions;
2. Practice question and answer format;
3. Inquire for and give out personal information;
4. Learn and use some vocabulary to describe people;
5. Use prepositions in describing where things are;
6. Listen for details and main ideas;
7. Understand some familiar words and very basic phrases about oneself, family and immediate surroundings;
8. Listen to assess.
9. Give out one's opinion and respect other people's judgement.

Course Outline

ORIENTATION

- Discussion of the Course Outline
 - Grading System
 - Assessments and Requirements
- 1) Introducing Oneself and Others
 - a. Greeting People
 - b. Sharing Personal Information
 - Simple Present Tense
 - c. Vocabulary
 - 2) Identifying Items and Describing Where Things Are
 - a. Clothing

- b. Everyday Items
 - Prepositions
- c. Talking About Prices
- d. Vocabulary
- 3) Listening for Main ideas
 - a. Likes and Dislikes
 - b. Vocabulary
- 4) Listening for Details
 - a. Describing People
 - b. Physical Characteristics
 - Adjectives
 - Vocabulary
- 5) Agree and Disagree
 - a. Giving Out Opinions

Methods of Instruction

Individual Activity, Dyads/Dialogues, Role-playing, interview

Grading System

Midterm 30%

Examination

Quiz 5%

Listening and

Speaking Activities &

Attendance 5%

40%

Final Examination

Listening 30%

Speaking 30%

60%

Total

100%

References

Brooks, Margaret. *Skills for Success 2: Listening and Speaking*. Oxford University Press, Oxford

Richards, Jack C. and Genevieve Kocienda. *Person to Person Starter: Communicative Speaking and Listening (Third Edition)*. Oxford University Press, Oxford

عدد الوحدات الدراسية	اسم المقرر	رقم المقرر
3	Writing A	02113

Course Description

Writing I is a two-unit course which is a reinforcement of the basic communication knowledge in Grammar I. It deals with the basic mechanics used for effective and more functional communication ability. The course enhances learning through sentence construction and basic paragraph organization. Most specifically, it includes basic paragraph organization, communication principles, and the reading process. In essence, the focus of the course is how to use the form and rules of English in rhetoric in order to achieve the level of literacy required in academic and professional work.

Course Objectives

At the end of course, the students are expected to:

1. Express his ideas in well-organized and effective forms of discourse.
 2. Organize and express thoughts about social, political, environmental, health, and moral issues.
 3. React with pleasure and enjoyment in using his acquired language skills.
4. Appreciate the role of English in expressing one's thought and feelings about social, political, environmental, health, and moral issues in defending one's argument through valid reasoning.
5. Participate in discussion using effective sentences and express his ideas intelligently and confidently.
6. Apply the basic rules of English and principles of communication in informal and formal discourses.
 7. Construct well-organized original compositions.

A. Course Outline

B. Course Overview

C. Organization

1. What Should Your Paper Look Like?
2. Papers Typed on a Computer

D. Grammar and Sentence Structure

1. Subject Pronouns
2. The Simple Present of Be
3. Basic sentence Patterns with Be

E. Mechanics

1. Rules for Capitalization

F. The Writing Process

1. The Steps in the Writing Process
2. Your Paragraph: Getting Ready for the Day
3. Results of the Writing Process

G. Topic Sentences

H. Sentence Structure

1. Subjects of Sentences
2. What Makes a Complete Sentence?
3. Simple Present

Methods of Instruction

Lectures; Discussions; Buzz sessions

Evaluation

Oral and written evaluations; Group work; Individual, pair and group work; Presentations

Quizzes; Examinations (Midterm & Finals)

Grading System

Midterm Grade: 40%

Quizzes, homework, and other class work 10%

Midterm exam 30%

Final Exam: 60%

FINAL GRADE: 100%

References

Azar, Betty S. & Hagen, Stacy A. (2009). *Understanding and Using English Grammar* (4th Ed.). Longman: USA.

Butler, Linda. *Fundamentals of Academic Writing (Level 1)*. Longman:USA

Kelly, C. & Gargagliano, A. (2001). *Writing from Within*. Cambridge: Cambridge University Press.

Miller, J. & Cohen, R. (2001). *Reason to Write: Strategies for Success in Academic Writing*. Oxford: Oxford University Press.

Savage, Alice. & Shafiei, M. (2007). *Effective Academic Writing 1*. Oxford: Oxford University Press.

Zemach, D. E. (2009). *Sentence Writing: The Basics of Writing*. Macmillan: Thailand.

World Wide Web (WWW)

Khadejah Abuarosh, *Developing Basic Writing Skills*.

عدد الوحدات الدراسية	اسم المادة	رقم المقرر
3	Reading Comprehension A	02112

Course Description

This course is designed to equip students with skills that will enable them to become effective readers. It introduces them to different reading strategies that will improve their comprehension skill and speed in reading. The reading materials are carefully selected to help students develop their vocabulary and grammar as well. The topics are global in scope in order to expand students' awareness of contemporary world issues and social trends.

Course Objectives

At the end of the course, the students are expected to:

1. Read and understand various reading materials;
2. Apply reading strategies such as scanning and skimming for different text types;
3. Identify the main ideas of paragraphs and whole texts;
4. Explain the meaning of difficult words from the context;
5. Improve their reading speed;
6. Enhance their vocabulary;
7. Have a more global perspective on different issues.

Course Outline

A. Course Orientation

1. Background of the course
2. Assessment and requirements
3. Class rules

B. Reading Skills

1. Skimming and Scanning
2. Predicting
3. Reading for Detail
4. Understanding References
5. Activating Vocabulary

C. Reading Text

1. Xavier- A Spanish student in Chicago
2. Julie- a computer programmer in Barcelona
4. Shanghai is sinking
5. Life in the big cities- the good and the bad
6. Three unusual hotels
7. The best hotel in the world
8. The UK's first face transplants
9. Teens want cosmetic surgery
10. European football- an international melting point
11. Annika Sorenstam- the top lady in golf
12. Gorillaz – a virtual pop group
13. Pop stars overnight

Methods of Instruction

Interactive learning; Individual and group work; Task-based; Lecture; Question & Answer method

Grading System

Midterm Grade 40%

Quizzes, Class Participation, Assignment 10%

Midterm Exam 30%

Final Exam 60%

FINAL GRADE: 100%

Evaluation

Written Exams, Oral Presentations Quizzes; Examinations (Midterm & Finals)

References

Gough, Chris and Scott Miles. (2009). *Effective Reading*. Elementary 1) Series. MacMillan: Thailand.

Craven, Miles. (2009). *Reading Keys: Skills and Strategies for Effective Reading*. (Students Book 1) New Ed. Thailand: MacMillan,

Worldwide Web

عدد الوحدات الدراسية	اسم المادة	رقم المقرر
3	Pronunciation	02201

Course Description

This course provides intensive pronunciation practice for students of English who want to improve the clarity of their English speech. The primary focus of the course is improvement in the areas that are most important in making speech more understandable: word-stress and phrase-stress, intonation, and the rhythm of English speech. In addition, there will be individual and class work on vowel and consonant sounds throughout the semester. Strategies for practicing and improving student's pronunciation outside of class will also be introduced.

Course Objectives

At the end of the course, the students are expected to:

1. develop the ability to identify and produce English key sounds as well as its basic rhythm, stress and intonation patterns in context.
2. increase self-confidence in the way they speak.
3. develop speech-monitoring abilities for use outside of the classroom.
4. discover their own strengths and weaknesses with certain sound patterns due to the influence of your native language.
5. listen and speak naturally, using contractions and reductions.

Course Outline

Course Overview

1. Sounds and Spelling
 - a. Spelling and Pronunciation
 - b. Vowels
 - /i:/ and /ɪ/
 - /u:/ and /ʊ/
 - /ɑ:/ and /ʌ/
 - /ɒ/ and /ɔ:./
 - /e/ and /æ/
 - /ɜ:/
 - /ɪə/ and /eə/
 - /eɪ/, /aɪ/ /ɔɪ/

c. Consonants

/p/ and /b/

/t/ and /d/

/k/ and /g/

/f/ and /v/

/θ/ and /ð/

/s/ and /z/

/ʃ/ and /ʒ/

/tʃ/ and /dʒ/

/m/, /n/, and /ŋ/

/h/

/l/

/r/

/w/ and /j/

2. Stress

3. Intonation

Methods of Instruction

Lecture, group dynamics, individual and pair-work, discussion; presentation

Grading System

Midterm Grade: 40%

Quizzes, homework, and other class work 10%

Midterm exam 30%

Final Exam:60%

FINAL GRADE: 100%

References

Gilbert, Judy B. *Clear Speech from the start*. Cambridge: Cambridge University Press, 2001.

Marks, Jonathan. *English Pronunciation in Use*, Cambridge: Cambridge University Press, 2007.

عدد الوحدات الدراسية	اسم المادة	رقم المقرر
3	Introduction to English Literature	02202

Course Description

This course is intended to give the students a sound background on literature that will help them understand, analyze, interpret and appreciate literature. It includes introduction to major literary genres such as poetry and short stories. Selections were chosen to fit the need for developing reading skills.

Course Objectives

1. Demonstrate thinking and literary skills essential for handling the communicative and linguistic demands of literature.
 2. Show understanding of literary passages through context clues and other forms of unlocking difficult words and vocabulary building.
 3. Paraphrase passages to demonstrate understanding.
 4. Demonstrate understanding of the authors' literary technique.
 5. Discover literature as a means of developing worthwhile universal human values.
 6. Deduce themes from the selections read.
- at devices used in fiction and non-fiction.

Course Outline

1. Meaning of literature
2. Types of literature
3. Definition of Poetry
4. Basic Elements of Poetry
 - a. Form

- b. Lines
- c. Stanza
- d. Caesura
- e. Meter
- f. Metric Foot
- g. Sound
- h. Rhythm
- i. Rhyme scheme
- j. Free verse
- k. Repetition
- l. Refrain
- m. Imagery
- n. Tone
- o. Mood
- p. Theme

1. Figurative Language

- a. Simile
- b. Metaphor
- c. Personification
- d. Symbolism
- e. Apostrophe
- f. Hyperbole

2. Sound Devices

- a. Assonance
- b. Consonance
- c. Onomatopoeia
- d. Alliteration
- e. Anaphora
- f. Homophones

3. Reading texts:

- a. Sonnet 2 by William Shakespeare
- b. On His Blindness by John Milton
- c. "When I Was One-and-Twenty" by Alfred Housman
- d. "Richard Cory" by Edwin Arlington Robinson

4. Elements of Fiction

- a. Plot
- b. Characterization/characters

- c. Setting
- d. Conflict
- e. Point of View
- f. Theme
- g. Style
- h. Tone

5. Reading texts (short story):
- a. "The Gift of the Magi" by O. Henry
 - b. "The Breadwinner" by Leslie Howard

Methods of Instruction

Guided reading approach, discussion based on readings, brainstorming, simulation, parallel reading, and lecture.

Grading System

Midterm Grade	40%
Quizzes, Class Participation, Assignment	10%
Midterm Exam	30%
Final Exam	60%

FINAL GRADE: 100%

References

Alcantara, Rebeca, et.al. (2000) World Literature. Manila:

Katha Publishing.

Literature Classic. <http://www.litencync.com>.

Lynch, Jack. Literary Resources on the Net. <http://andromeda.rut.rutgers.edu/Ejlynch/Lit/>

Mack, Meynard, ed. (1974)Continental Edition of World Masterpieces. NY: WW. Norton and Co., Inc.

Booth, A. , et.al. (2006). The Norton Introduction to Poetry. NY: WW.Norton and Co., Inc.

Mack, Meynard, ed. (1974)Continental Edition of World Masterpieces

عدد الوحدات الدراسية	اسم المادة	رقم المقرر
4	Listening & Speaking B	02305

Course Description

Listening and Speaking B is a follow up to Listening and Speaking B. It has the same objectives with more emphasis on developing listening strategies to enhance students listening abilities and enforce the acquisition of listening comprehension skills. The students are exposed to natural occurring spoken English through listening exercises that are intended to develop strategies for comprehending connected spoken.

English as used in narrative, descriptive or argumentative texts. They will hear examples of a variety of functions like giving opinions, suggestions, making complaints, apologizing, and descriptions of things, places, and people. The essential listening skills include listening for specific information, details, main idea, opinions, inferring; meaning, recognizing context, predicting, identifying emotion, attitudes; and listening to questions and responding.

Course Objectives

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1. Make use of different listening strategies according to the main purposes of listening, one's familiarity with the topic, and the level of difficulty of the listening text;
2. Demonstrate the ability to process speech at different rates and pauses;
3. Explore the opportunities offered by listening as listened to different situations;
4. Develop and sharpen comprehension skills as listened to different situations;
5. Develop and sharpen critical thinking skills and reasoning ability through the listening process;
6. Express one's appreciation of what one listens to.

Course Outline:

I. Greetings and Small Talk

Listening for greetings and introductions, attitudes

Making inferences and predictions

II. Jobs and Job Interviews

Listening for gist, jobs, and details

III. Business

Listening for gist, negative information, details

IV. Gadgets, Machines

Listening for gist, details

V. People, Character traits

Listening for gist, praise or criticism, details

IV. Food, Recipes

Listening for gist, details

V. Housing

Listening for gist, negative information, details

VI. Complaints, Neighborhoods, Apartments

Listening for gist, details, agreement and disagreement

VII. Friends, Invitations

Listening for gist, details

VIII. Entertainment, Television

Listening for topics, gist, details, agreement and disagreement,
attitudes

IX. Cities, Urban Life, Improvements

Listening for topics, details, gist, suggestions

X. Holidays, Celebrations

Listening for details, gist, attitudes (likes & dislikes)

XI. Fashion, Clothes

Listening for gist, details, time references

XII. Preferences

Listening for preferences, topics, details, agreement & disagreement

XIII. Messages

Listening for gist, attitudes, details

XIV. Past Events

Listening for gist, sequence, attitudes, making predictions, details

XV. Vacations

Listening for preferences, details, gist

XVI. News Reports

Listening for topics, gist, details

XVII. Opinions

Listening for topics, opinions, reasons, details, gist

XVIII. Food & Nutrition

Listening for gist, suggestions, details, sequence

XIX. Global Issues

Listening for gist, comparisons, topics, details

XX. Science & Technology

Listening for details, gist, opinions, suggestions

Methods of Instruction

Guided listening approach; pair work; brainstorming; vocabulary
Building strategies; question-answer relationship.

Evaluation

Quiz, Written Examinations (Midterm& Final)

Grading System

Midterm Grade: 40 %

Quizzes/ Oral Participation/ Assignments 10%

Examination 30%

Final Examination: 60%

FINAL GRADE: 100%

References

Craven, Miles. *Listening Extra*. Cambridge University Press, UK.

Helgensen, Brown, Smith. *Active Listening : Expanding Understanding*

Richards, Jack C(2003). *Expanding Tactics for Listening*. Oxford University Press, USA.

Through Content. Cambridge: Cambridge University Press, 1996.

عدد الوحدات الدراسية	اسم المادة	رقم المقرر
3	Reading Comprehension B	02302

Course Description

This course deals with Reading as both an English subject and a tool for learning. As a subject, the students are exposed to the English language and are informed on the process of reading. As a vehicle for learning, the students shall be provided with opportunities to develop their reading skills through exercises and activities.

Course Objectives

1. Develop ability to adjust reading speed to purposes and level of difficulty of materials.
2. Develop strategies for coping with unknown words (vocabulary building) and ambiguous structures and discourse (breaking sentences into parts.)
3. Demonstrate the ability to read intensively by being able to make inferences and predictions.
4. Demonstrate the ability to process information in a text according to the purpose of reading.
5. Demonstrate understanding of the content by note-taking and summarizing.

Course Outline

A. Course Orientation

B. The Reading Process

C. Word Building

1. Prefixes
2. Suffixes
3. Root Words
4. Compound Words
5. Homonyms, Homographs, and Homophones
6. Using Context Clues
7. Synonyms and Antonyms
8. Idioms

D. Reading Comprehension Skills

1. Reading for a Purpose
2. Note-taking
3. Identifying Topics, Main Ideas, and Supporting Details
4. Noting Details
5. Sequencing
6. Making Inferences / Drawing Conclusions
7. Summarizing

E. Reading Text

1. Culture shock
2. Gum: something to chew on
3. Today's technology
4. Urban life
5. Getting away
6. The piracy business

Methods of Instruction

Guided reading approach, content based approach, concept mapping, using graphic organizers, brainstorming

Grading System

Midterm Grade 40%
Quizzes, Class Participation, Assignment 10%
Midterm Exam 30%

Final Exam 60%

FINAL GRADE: 100%

References

Brown, James. Reading Power (3rd ed.). Toronto:
D.C. Health and Company, 1987.

Lee, Linda & Eric Gundersen. Select Readings (Intermediate).
NY: Oxford University Press, 2001.

Miles, Scott. Effective Reading. (Intermediate).
Oxford: Macmillan Publishers Ltd., 2010

Villamin, Araceli, et al. Developmental Reading. Quezon City:
Phoenix Publishing House, Inc.,2000.

عدد الوحدات الدراسية	اسم المادة	رقم المقرر
3	Writing B	02303

Course Description

Writing II prepares the college students for the academic writing requirements. It covers the basic principles and practice in effective paragraph writing.

Course Objectives

The course aims to enable students to:

1. Write coherently;
2. Create effective topic sentences, supporting statements, and concluding statements to make good paragraphs;
3. Compose different types of paragraph and letters;
4. Observe correct technical requirements in writing.

Course Outline

1. Filling out forms
2. Paragraph Writing
 - 2.1. Generating ideas
 - 2.2. Developing Paragraph from an idea
 - 2.3. The topic sentence/supporting sentences/concluding sentence
 - 2.4. Unity and coherence in a paragraph
3. Developing paragraphs
 - 3.1. By examples
 - 3.2. By process
 - 3.3. By comparison
 - 3.4. By contrast
 - 3.5. By cause and effect

Methods of Instruction

Communicative; Task-based; Pen and paper drills

Evaluation

Written Compositions and Exams Quizzes; Examinations (Midterm & Finals)

Grading System

Midterm Grade: 40%

Quizzes, homework, and other class work 10%

Midterm exam 30%

Final Exam: 60%

FINAL GRADE: 100%

References

Dorothy E. Zemach and Carlos Islam, *Writing Paragraphs*, UK: Macmillan, 2005.
Effective Academic Writing

Dorothy E. Zemach and Liza E. Rumisek, *College Writing*, UK: Macmillan, 2003.

Worldwide Web

عدد الوحدات الدراسية	اسم المادة	رقم المقرر
3	English Grammar B	02304

Course Description

English Grammar B is a continuation of Grammar A. It covers the basic theoretical and fundamental aspects of sentence structures or forms, sentence functions, and the different tenses.

Course Objectives

The course aims to:

1. Learn and review verb tenses related to present, past, and future time frames.
2. Acquire techniques on writing Conditional Sentences, Wish and Hope, and Reported Sentences.
3. Master the grammatical uses and forms of nouns, prepositions, adverbs, articles, Adjectives, Modal Verbs.
4. Learn and practice other grammar structures according to student needs.

Course Outline

1. Present Perfect Continuous
2. Simple Past perfect
3. Past Perfect Continuous
4. Future Continuous
5. Future Perfect and Future Perfect Continuous
6. Conditional Sentences
7. Wish and Hope
8. Reported Speech
9. The Modal Verbs
10. The Passive Voice
11. Prepositions

12. Nouns and Prepositions
13. Adjective and Prepositions
14. Articles
15. Adjectives
16. Adverbs

Methods of Instruction

Student-centered Approach; Cooperative Learning; Task-based; Use of Instructional Media; Dyadic Exchange; Peer Tutoring; Lecture Method; Computer - Aided Instruction (CAI); QAR (Question, Answer, Relationship)

Evaluation

Written Quiz; Group Work Quizzes; Examinations (Midterm & Finals)

Grading System

Midterm Grade: 40 %

Quizzes/ Oral Participation/ Assignments 10%

Examination 30%

Final Examination: 60%

FINAL GRADE: 100%

References

Ken Paterson, Norman Coe, and Mark Harrison, *Grammar Spectrum English Rules and Practice*. New York: Oxford University Press, 1995.

Peter Moor, Sarah Cunningham, and Frances Eales, *New Cutting Edge*. UK: Pearson Longman, 2005.

Worldwide Web

عدد الوحدات الدراسية	اسم المادة	رقم المقرر
4	Introduction to Linguistics	02301

Course Description

This is an introductory course in the field of linguistics. It covers the fundamental ideas concerning the scientific study language as a system of communication and form of human behavior.

Course Objective

At the end of the course, students should be able to:

1. Understand significant subfields within linguistics
2. Be able to understand and create representations in several significant subfields
3. Be able to understand and create analyses in several significant subfields

Course Outline

1. Introduction
 - 1.1. The Study of Language
 - 1.2. The nature of language
 - 1.3. The functions of language
2. The scope of linguistics
 - 2.1. Language and parole
 - 2.2. Competence and performance
 - 2.3. Language structure and language use
3. Investigative language
 - 3.1. The ideological basis of linguistic theory
4. A historical introduction: The early contribution of ancient linguistics
 - 4.1. The Indians, Greeks, Arabs
5. 19th and 20th Century Linguistics
 - 5.1. Historical Linguistics
 - 5.2. Descriptive Linguistics

- 5.3. Generative Linguistics
- 5.4. Synchronic linguistics VS diachronic linguistics
- 5.5. Prescriptive VS descriptive linguistics
- 5.6. Structural linguistics
- 5.7. Transformational-Generative Grammar

6. What is PHONETICS?

7. Phonetics and Phonology

8. What is Morphology?

8.1 Some important concepts of Morphology

9. What is Syntax?

10. What is semantics?

11. Some concepts of Semantics

12. The significance of writing system

Methods of Instruction

Lectures; Group discussion; Task-based activities

Evaluation

Quizzes; Examinations (Midterm & Finals)

Grading System

Midterm Grade 40%

Quizzes, Class Participation, Assignment 10%

Midterm Exam 30%

Final Exam 60%

FINAL GRADE: 100%

References

Bernard Spolsky, Sociolinguistics. New York: Oxford University Press, 1998.

Cook, Guy. Applied Linguistics. New York: Oxford University Press, 2003.

Griffiths, Patrick. Edinburgh: Edinburgh University Press, 2006.

Kramsch, Claire. Language and Culture. New York: Oxford University Press, 1998.

Lyons, John. Language and Linguistics. New York: Cambridge University Press, 1981.

McCarthy, Andrew. Edinburgh: Edinburgh University Press, 2002.

Radford, A., Atkinson, M., Britain, D. et al. Linguistics. New York: Cambridge University Press, 1999.

Schendl, Herbert. Historical Linguistics. New York: Oxford University Press, 2001. Yule,

George. Pragmatics. New York: Cambridge University Press, 1996.

Worldwide Web

Raj Kumar Sharma *Introduction to Linguistics*, 2013

عدد الوحدات الدراسية	اسم المادة	رقم المقرر
3	Literary Readings A	02401

Course Description

This course deals with improving the reading skills of the students particularly in literature. It includes poetry readings. Selections were chosen to fit the need for developing reading skills.

Course Objectives

1. Demonstrate thinking and literary skills essential for handling the communicative and linguistic demands of literature.
2. Show understanding of literary passages through context clues and other forms of unlocking difficult words and vocabulary building.

3. Paraphrase passages to demonstrate understanding.
4. Demonstrate understanding of the authors' literary technique.
5. Discover literature as a means of developing worthwhile universal human values.
6. Deduce themes from the selections read.
7. Single out devices used in fiction and non-fiction

Course Outline

Reading texts:

- A. Descriptive Poetry
 1. Smoke by Henry David Thoreau
- B. Reflective
 1. Human Seasons by John Keats
- C. Narrative
 1. The Charge of the Light Brigade by Alfred Tennyson
- D. Lyric
 1. A Red, Red, Rose by Robert Burns
- E. Sonnet
 1. Sonnet 116 by William Shakespeare
 2. Sonnet 18 by William Shakespeare
- F. Elegy
 1. Lycidas by John Milton

Elegy Written in A Country Churchyard by Thomas Gray

- G. Ode
 1. Ode on a Grecian Urn by John Keats
 2. Ode to the West Wind by Percy Bysshe Shelley
- H. Ballad
 1. Paradise Lost by John Milton
- I. Limericks
 1. There was a Young Lady of Lucca by Edward Lear

Methods of Instruction

Guided reading approach, discussion based on readings, brainstorming, simulation, parallel reading, and lecture.

Grading System

Midterm Grade 40%

Quizzes, Class Participation, Assignment 10%

Midterm Exam 30%

Final Exam 60%

FINAL GRADE: 100%

References

Alcantara, Rebeca, et.al. (2000) World Literature. Manila:Katha Publishing.

Literature Classic. <http://www.litencync.com/>

Lynch, Jack. Literary Resources on the Net.<http://andromeda.rutgers.edu/Ejlynch/Lit/>

<http://www.buzzle.com/>

Mack, Meynard, ed. (1974)Continental Edition of World Masterpieces. NY: WW. Norton and Co., Inc.

عدد الوحدات الدراسية	اسم المادة	رقم المقرر
3	Reading Comprehension C	02402

Course Description

This course is designed to increase proficiency of comprehensions skills, vocabulary development, critical and thinking skills, and study and learning skills.

Course Objectives

At the end of the course, the students are expected to:

Vocabulary Skills

- a. identify the meaning of unfamiliar words by using contextual clues.
- b. recognize and state the meaning of a variety of important roots prefixes, and suffixes.
- c. apply vocabulary skills such as word associations, synonyms and antonyms, homonyms, homographs, and heteronyms.

Comprehension Skills

- a. summarise and paraphrase the main ideas of a passage.
- b. draw conclusions.
- c. distinguish between facts and opinions.
- d. recognize a summary paragraph of a reading selection.

Critical Reading and Reasoning Skills

- a. recognize figurative language.
- b. determine the author's purpose and point of view.
- c. formulate generalizations about key concepts and principles in a reading selection.

Study and Learning Skills

- a. use note-taking techniques with written material.
- b. interpret maps, charts, tables, and graphs.

Course Outline

- A. Course Overview
- B. The Nature and Psychology of Reading
 1. What is Reading?
 2. Processes that Affect Reading
 3. The Psychology of Reading
 4. The Different Kinds of Reading
- C. Word Building
 1. Structural Analysis
 - 1.1. Root words
 - 1.2. Prefixes
 - 1.3. Suffixes
 - 1.4. Compound words
 2. Using Context Clues
 3. Homonyms, Homographs, Heteronyms

4. Using Idiomatic Expressions
5. Synonyms and Antonyms
- D. Reading Comprehension Skills
 1. Note-taking / Outlining
 2. Identifying Paragraph Parts
 3. Summarising and Paraphrasing
 4. Drawing Conclusions
 5. Forming Opinions
 6. Recognizing Author's Purpose and Point of View
 7. Reading Graphs, Tables, Charts
- E. Reading Text
 1. Personality
 2. Punishment
 3. Extensive reading
 4. Money
 5. Love
 6. The Internet
 7. Language
 8. Population in peril
 9. Sports
 10. Overcoming stereotypes
 11. Media
 12. Success

Methods of Instruction

Guided reading approach, content based approach, concept mapping, using graphic organizers, and brainstorming.

Evaluation

Quizzes; Oral presentations; Group work, pair work; Examinations (Midterm & Finals)

Grading System

Midterm Grade: 40%

Quizzes, homework, and other class work – 10%

Midterm exam – 30%

Final Exam:60%

FINAL GRADE:100%

References

Bernardo, A. (2011). *Developmental Reading 1*. Philippines. Rex Printing Company, Inc.

Craven, M. (2009). *Reading Keys: Skills and strategies for effective reading*. (Student Book 3) New Ed. Thailand: MacMillan.

Lee, Linda &Gundersen, E. (2002). *Select Readings* (Pre-intermediate and Intermediate). Oxford: Oxford University Press.

Miles, S. (2010). *Effective Reading: Series*. Spain: MacMillan.

Romero, A. & Romero, R. (1985). *Developmental Reading: A skill text for college students*. Philippines: Rex Printing Company, Inc.

عدد الوحدات الدراسية	اسم المادة	رقم المقرر
3	Essay Writing	02403

Course Description

This course prepares students for advanced level of academic writing. It focuses on improving students' abilities in writing specifically writing the essay. It also provides initial instruction of the methods of research. It combines a process approach to writing with direct instruction on the principles and concepts of research and its essential parts. Emphasis is

placed on the writing process, with students doing prewriting, note-taking, summarizing, paraphrasing, peer-editing, and quoting the sources of information they utilize in writing a research paper.

Course Objectives

At the end of the course, the students are expected to:

1. Show how to narrow down general topics;
2. Practice writing thesis statements and concluding sentences;
3. Work on developing and supporting a central thesis;
4. Organize an outline;
5. Write effective introductions and conclusions;
6. Write an essay;
7. Learn the concepts and principles of research paper writing;
8. Acquire the strategies for research writing including understanding standard instructions and time management;
9. Apply techniques, and methods for organizing information;
10. Demonstrate how to take down notes, summarize and paraphrase information;
11. Write bibliography entries;
12. Gain confidence in writing essays and research papers.

Course Outline

Introduction

- Understanding process writing
- 6) Pre-Writing: Getting Ready to Write
 - d. Choosing and Narrowing a Topic
 - e. Gathering Ideas
 - f. Editing Ideas
 - 7) The Structure of an Essay
 - a. Formatting an Essay
 - 8) Writing an Outline
 - a. Topic Outline
 - b. Sentence Outline
 - 9) Unity and Coherence
 - a. Creating Unity and Coherence in Essay writing
 - 10) Types of Essay
 - a. Descriptive
 - b. Narrative
 - c. Cause and Effect

- d. Comparison/Contrast
- 11) The Methods of Research
 - a. The Definition of Research
 - b. The Concepts and Principles in Methods of Research
 - i) The Essential Parts of the Research Paper
- 12) Technical Aspects of Research Writing
 - a. Note-Taking
 - b. Summarizing
 - c. Paraphrasing
 - d. Writing Bibliography entries

Methods of Instruction

Lectures; Task-based writing activities; Peer-tutoring; Cooperative Learning; Use of Instructional Media

Grading System

Midterm Grade:	40%
Quizzes, homework, and other class work	10%
Midterm exam	30%
Final Exam:	60%
FINAL GRADE:	<u>100%</u>

References

Calderon, Jose F. and Expectacion C. Gonzales. (1996). *Methods of Research and Thesis Writing*. Published by 24K Printing Company, Manila.

Davis, Jason and Liss, Rhonda. (2006). *Effective Academic Writing 3*. New York: Oxford University Press.

Zemach, Dorothy E. and Rumisek, Lisa A. (2003). *College Writing From Paragraph to Essay*. New York: Macmillan Company.

Zemach, Dorothy E. and Islam, Carlos. (2005). *Writing Paragraphs*. UK: Macmillan Company.

Worldwide Web

عدد الوحدات الدراسية	اسم المادة	رقم المقرر
4	Introduction to Translation	02404

Course Description

This course is an introductory course which allows students to get acquainted with translation theories and practice for the first time. The aim objective of this course is to provide students with the basic ideas about translation process and the contemporary theories set out by some scholars in this field and to enable them to improve their English and increase their lexical stock while at the same time acquire the art of translating from English into Arabic and vice versa.

Course Objectives

At the end of the course, the students are expected to:

- Gain an overview of the translation theories and practice.
 - Get acquainted with different translation theories and practice.
 - Develop proficiency in English and Arabic.
 - Increase their lexical stock.
- Acquire the art of translating from English into Arabic and vice versa.

Course Outline

ORIENTATION

1. Discussion of the Course Outline
2. Grading System
3. Assessments and Requirements

I. What is a translation study?

II. What is translation?

III. The translator as Mediator

IV. What is translation theory?

V. Types of translation

VI. Translation as a process

VII. Eugene Nida's translation process

VIII. Nida's Componential Analysis of Meaning (CA)

IX. Eugene Nida's Translation Process

X. Peter Newmark's Translation Process

XI. Translation as a product

XII. Methods of Translation

XIII. The difference between semantic and communicative translation

XIV. The problem of Equivalence in Translation

- XV. Author-Oriented Translation
- XVI. Reader-Oriented Translation
- XVII. Text-Oriented Translation
- XVIII. Meaning and translation
- IX. Arabic-English Language and Culture
- XX. Cultural Aspects
- XXI. Denotative meaning
- XXII. Connotative meaning
- XXIII. Collocation

Methods of Instruction

Lecture Method, Cooperative Learning, Task-based, Use of Instructional Media, Dyadic Exchange, Peer Tutoring, Question-Answer Relationship

Evaluation

Quiz, Written Examinations (Midterm & Final)

Grading System

Midterm Grade:	40%	
Quizzes/Class Participation/Assignments		10%
Examination:		30%
Final Exam:	60%	
Final Grade:	100%	

References

Ywell, Aziz and Muftah Latiwash. *Principles of Translation*.

Ramadan Al Mijrab. *Introduction to Translation*.

World Wide Web

عدد الوحدات الدراسية	اسم المادة	رقم المقرر
3	Listening & Speaking C	02501

Course description

This course is the third level comprehensive course for students who by now quite familiar with listening. It presents various monologues and conversations which stimulate student's listening skills. Likewise, it exposes students to listening skills such as queries and responding to situations and recognizing and indentifying information. In effect, students will practice listening for praise or criticism, negative information, agreement, disagreements, comparison, suggestion and attitudes.

Course Objectives

At the end of the course, students are expected to:

- 1.) Expose themselves to high-interest topics that engage and motivate them;
- 2.) Give practices in top-down and bottom-up listening skills, and
- 3.) Sharpen their listening skills with more advanced kind of listening activities.

Course Outline

Socializing, Starting up a conversation and making small talk

Developing and maintaining

Conversation

Understanding when someone is

being ironic

Using intonation to indicate

Emotions

Putting forward solutions

Eating out. Making suggestions

Understanding descriptions of

food and meals

Talking about what you ate in

the restaurant

Emergencies. Speaking without repeating

unnecessary words

Understanding information

about details and events

Giving general and detailed

descriptions

Health Understanding medicine
instructions

Giving instructions and advice

Explaining what something

Holiday accommodation. Asking about different kinds
accommodation

Understanding information
about accommodation

Describing rooms and objects

Traveling abroad Understanding information
about travel and tourism

Asking polite questions

Giving reasons for situations

A news story Understanding a news story

Talking about change

Giving opinion

Methods of Instruction

Guided listening approach; pair work; brainstorming; vocabulary

Building strategies; question-answer relationship.

Grading System

Midterm 40%

Quizzes, class participation, positive values 10%

Midterm Examination 30%

Final Exam 60%

Total 100%

References

Sally Logan and Craig Thaine, Real Listening & Speaking 2, UK: Cambridge University Press, 2009.

Sally Logan and Craig Thaine, Real Listening & Speaking 4, UK: Cambridge University Press, 2009.

Worldwide Web

عدد الوحدات الدراسية	اسم المادة	رقم المقرر
3	Literary Readings B	02502

Course Description

This course is designed to further develop the literary reading skills of the students particularly interpretation, analysis and critical thinking. In this course, the students are expected to understand and appreciate literary techniques found in selected poems and

dramas (fiction).The reading texts are taken from British and American Literature.

Course Objectives

1. Show understanding and appreciation of various literary types.
2. Demonstrate understanding of the authors' literary technique.
3. Discover literature as a means of developing worthwhile universal human values.
4. Paraphrase passages to demonstrate understanding.
5. Deduce themes from the selections read.
6. Single out devices used in fiction and non-fiction

Course Outline

1. Elements of Fiction
 - a. Plot and Plot Techniques
 - 1) Suspense
 - 2) Flashback
 - 3) Telescoping
 - 4) Foreshadowing
 - b. Setting
 - c. Characters
 - d. Mood or Atmosphere
 - e. Theme
 - f. Symbolism
 - g. Point of View (narrative)
 - h. Dialogues (drama)
2. Selected Readings: Short Story
 - a. The Snows of Kilimanjaro by Ernest Hemingway
 - b. The Lottery by Shirley Jackson
 - c. A Good Man Is Hard to Find by Flannery O'Connor
3. Selected Readings: Drama
 - a. Trifles by Susan Glaspell
 - b. Thirst by Eugene O'Neil

Methods of Instruction

Guided reading approach, discussion based on readings, brainstorming, simulation, parallel reading, lecture

Evaluation

Quizzes; Examinations (Midterm & Finals)

Grading System

Midterm Grade 40%

Quizzes, Class Participation, Assignment 10%

Midterm Exam 30%

Final Exam 60%

FINAL GRADE: 100%

References

Alcantara, Rebeca, et.al. (2000) World Literature. Manila:
Katha Publishing.

Literature Classic. <http://www.litencync.com/>

Lynch, Jack. Literary Resources on the Net.

<http://andromeda.rutgers.edu/Ejlynch/Lit/>

Mack, Meynard, ed. (1974) Continental Edition of World
Masterpieces. NY: WW. Norton and Co., Inc.

عدد الوحدات الدراسية	اسم المادة	رقم المقرر
4	Phonetics & Phonology	02503

Course Description

This course represents a theoretical introduction to the basic concepts of the study of phonetics. It examines the terminology of the subject with sufficient practice to make the topics meaningful, yet with the knowledge that intensive practice in listening training and production will follow. Study begins with a discussion of articulatory phonetics paying attention to air-stream mechanism and the articulators of the vocal tract. The sounds of English are classified and described, along with practice in their production and transcription.

A brief overview of the suprasegmental features of English (stress and intonation) follows.

Course Objectives

At the end of the course, the students are expected to:

- a. Perceive and produce speech sounds
- b. Differentiate speech sounds
- c. Describe speech sounds that occur in the languages of the world
- d. Describe how people speak a particular form of English
- e. Use the International Phonetic Alphabet (IPA) to transcribe speech
- f. Interpret visual representations of speech using software

Course Outline

- I. Introduction
 - A. Definitions of Phonetics and Phonology
 - B. Branches of Phonetics
 - C. Accent and Dialect
 - D. Classification of Speech Sounds
 - E. The International Phonetic Alphabet (IPA)

1. Why do we need IPA?

II. Articulatory Phonetics

A) Air – Stream Mechanism

B) Vocal Apparatus

III. The Sounds of English

A) Consonants

1. Consonant Classification

2. Voicing

3. Place of Articulation

4. Manner of Articulation

B) Vowels

1. Vowel Classification

2. Height of the Tongue

3. Position of the Tongue

4. Lip Rounding

5. Vowel Length

IV. Transcription

A) IPA Symbols and Their Use

B) Transcription of one- and two-syllable words

V. Suprasegmentals

A) Syllable Structure

B) Word Stress

C) Intonation

Methods of Instruction

Cooperative Learning; Tasked-based; Use of Instructional Media; Dyadic Exchange; Peer Tutoring; Lecture method; Computer- Aided Instruction; Question, Answer, Relationship

Evaluation

Oral Participation; Quiz; Written Examinations (Midterm& Final)

Grading System

Midterm Grade: 40 %

Quizzes/ Oral Participation/ Assignments 10%

Examination 30%

Final Examination: 60%

FINAL GRADE: 100%

References

Ladefoged, Peter. Dr. Subramanian's lecture Notes (2009-2010)

Poedjosedarmo, Gloria (2006): *Teaching Pronunciation*. RELC Portfolio Series 9, Published by SEAMEO Regional Language Centre.

O'Connor, Joseph Desmond (1996): *Better English Pronunciation*. Second Edition. Published by the Press Syndicate of the University of Cambridge, New York, USA.

Roach, Peter (2009): *English Phonetics and Phonology*. Fourth Edition. Cambridge University Press, UK.

عدد الوحدات الدراسية	اسم المادة	رقم المقرر
3	English Grammar C	02504

Course Description

This course is a description and analysis of the advanced English grammar based on relating forms, function and context. This is intended for the students who have already studied the basic grammar of English as it employs a communicative rather than structural approach to the learning process. It is a grammar of meanings as well as structures which provides a contextualized grammar practice. The content is organized in grammatical categories but not ordered according to the level of difficulty.

Course Objectives

At the end of the course, the students are expected to:

- a. Demonstrate advanced English grammar skills in both spoken and in written forms within the classroom and in the real-life situations
- b. Do authentic language tasks in application to the concepts learned
- c. Explain and apply the different grammatical rules in both the speaking and writing activities.

Course Outline

Articles

A.) Uses of the “THE”

1. Particularization from the external physical environment
2. Particularization from the verbal context
3. “THE” in special grammatical constructions:
 - a. With adjectives used as nouns
 - b. With gerund or abstract nouns followed by of-phrases
 - c. In of-phrases after words expressing quantity
 - d. In order aphoristic constructions

B.) Special Uses of ‘A’:

1. After such, what used with a singular countable noun
2. After certain adverbs or adjectives – many a, quite a, rather a
3. Before noun quantifiers: a few, a little
4. After so or too + singular noun

C.) Special Idioms with A, THE or no Article

The Infinitive

A.) Form

1. Infinitive with TO
2. Plain Infinitive

B.) Function

1. Subject
2. Object
3. Complement
4. Adverbial

C.) Other Uses

1. Verbs followed by the infinitive only
2. Verbs followed either by the infinitive or the gerund, the effect of this on meaning
3. Verbs of sensation following plain infinitive
4. Omission of the infinitive verb

The Gerund

A.) Function

1. Subject
2. Object
3. Object of Preposition
4. Complement
5. Noun Modifier
6. In short notice

B.) Other Uses

1. Verb followed by gerund
2. Verb followed by either the gerund or the infinitive
3. The difference between the gerund and the participle when both are used as modifiers

The Participles

A.) Present Participles

B.) Past Participles

Clauses

A.) Relative Clauses

1. Defining clauses with non-personal antecedent
2. Non-defining clauses with personal antecedent
3. More than one relative clause in a sentence
4. Relative clauses with antecedents referring to time, manner, and place

B.) Nominal Clauses

1. Types: THAT clauses, Interrogative Clauses, Nominal Relative Clauses, Nominal to-infinitive Clauses, Nominal ing – Clauses

Function: Subject, Object, Complement, Appositive,

2. Prepositional Complement

C.) Adverbial Clauses

1. Types: Adverb Clauses of Time, Adverb Clauses of Place, Adverb Clauses of Manner, Adverb Clauses of Reason or Cause, Adverb Clauses of Purpose, Adverb Clauses of Result or Consequence, Adverb Clauses of Condition, Adverb Clauses of Concession, Adverb Clauses of Comparison, Adverb Clauses of Degree or Extent
2. Function:
 - a. To modify a verb
 - b. To modify an adverb
 - c. To modify another clause

Methods of Instruction

Student-centered Approach; Cooperative Learning; Task-based; Use of Instructional Media; Dyadic Exchange; Peer Tutoring; Lecture Method; Computer- Aided Instruction (CAI); QAR (Question, Answer, Relationship)

Evaluation

Quizzes; Examinations (Midterm & Finals)

Written Quiz; Group Work

Grading System

Midterm Grade: 40%

Quizzes/Class Participation/Assignments 10%

Examination: 30%

Final Exam: 60%

FINAL GRADE: 100%

References

Eastwood, John (1992): *Oxford Practice Grammar*. Oxford University Press, Oxford.

Leech, Geoffrey, and Svartvik, Jan (1994): *A Communicative Grammar of English*. Second Edition, Longman, London.

Lock, Graham (1996): *Functional English Grammar: An Introduction for Second Language Teachers*. Cambridge University Press, Cambridge.

McEldowney, P. L. (1982): *English in Context*. Thomas Nelson, Surrey.

Scott, F. S., C. C. Bowley, C. S. Bockett, J. G. Brown, and P. R. Goddard (1968): *English Grammar: A Linguistic Study of its Classes and Structures*. Heinemann, London.

Ur, P. (1988): *Grammar Practice Activities: A Practical English Grammar*. Oxford University Press, Oxford.

Willis, Dave (1991): *Collins Cobuild Students' Grammar (Self-Study Edition)*. Harper Collins, London.

عدد الوحدات الدراسية	اسم المادة	رقم المقرر
3	Introduction to Applied Linguistics	02505

Course Description

This course introduces students to the basic principles of language. The course considers language as part of our human, biological heritage, as well as critical for our social and

intellectual development. It provides a survey of the most active research areas in the field, examines the nature of pedagogical descriptions of languages and their place in language teaching and explores the principal issues being debated within critical applied linguistics.

Course Objectives

The course aims to:

1. Introduce students to the various applications of linguistic theories, methods, and findings to the field of second and foreign language learning and teaching.
2. Introduce students to the most technical terms in the field of applied linguistics.
3. Expand students understanding and awareness of the classroom interaction between students and teachers.
4. Introduce students to a range of theoretical and critical approaches in relation to the study of applied linguistics.

Course Outline

1. Applied Linguistics
 - The Need for Applied Linguistics
 - The Scope of Applied Linguistics
2. Prescribing and Describing: Popular and Academic views of ‘Correctness’
 - Children’s Language School
 - Description versus Prescription
3. Languages in the Contemporary World
 - Language and Languages
 - Attitudes of Languages
 - The growth of English
 - English as a Lingua Franca
4. English language Teaching
 - Grammar-Translation Language Teaching
 - The Direct Method
 - Natural Language Learning
 - Communicative Approach

5. Language and Communication

Linguistic Competence

Communicative Competence

6. Context and Culture

Systematizing Context: Discourse Analysis

Culture

Translation, Culture and Context

7. Persuasion and Poetic Rhetoric and resistance

Literary Stylistics

Critical Discourse Analysis

8. Past, present and Future Direction

Early Orientation

Second language Acquisition

Corpus Linguistics

Critical Applied Linguistics

Post-Modern Applied Linguistics

A harder Future: Mediation

Methods of Instruction

Student-centered Approach; Cooperative Learning; Task-based; Use of Instructional Media; Dyadic Exchange; Peer Tutoring; Lecture Method; Computer - Aided Instruction (CAI); QAR (Question, Answer, Relationship)

Evaluation

Quizzes; Examinations (Midterm & Finals)

Written Quiz; Group Work

Grading System

Midterm Grade: 40 %

Quizzes/ Oral Participation/ Assignments 10%

Examination 30%

Final Examination: 60%

FINAL GRADE: 100%

References

Cook, G. (2010). Applied Linguistics. Oxford University Press: Oxford.

Davies, Allan (2007). An Introduction to Applied Linguistics (2nd ed.): From Theory to Practice. Edinburgh University Press: UK.

Davies, A. & Elder, C. (2004). Handbook in Applied Linguistics. Blackwell: MA.

Schmitt, N. (2002). An Introduction to Applied Linguistics. Oxford University Press: Oxford.

عدد الوحدات الدراسية	اسم المادة	رقم المقرر
3	Language Acquisition	02601

Course Description

The course Language Acquisition attempts to provide students with a comprehensive introduction on how language is acquired, giving definitive focus on second language

acquisition. The varied theories on language acquisition are discussed comprehensively and its implication in classroom language learning is also examined. In the endeavor to enhance the language skills of students, the course includes a brief discussion on the factors that contribute to second language acquisition and the ways to achieve near-native proficiency in the language.

Course Objectives

At the end of the course, the students are expected to:

1. To understand the difference between the acquisition of first and second language.
2. To comprehend the dynamics involved in identifying the needs of learners in teaching language.
3. To grasp the intricacies involved in the teaching of language.
4. To appreciate the different ideas and concepts involved in language learning.
5. To realize the vital role of teachers in creating an environment conducive for language learning.
6. To engender sensitivity towards the needs of language learners in classrooms.
7. To be able to differentiate among the theories explaining language acquisition.
8. To be able to identify the factors that affect students in their learning of language.
9. To be able to use methods most effective in teaching language in classrooms.

Course Outline

- I. Learning a First Language
 - a. Behaviourist Position
 - b. Innatist Position
 - c. Interactionist Position
- II. Second Language Learning
 - a. Purpose of Language Study
 - b. Improving Cognitive Skills
- II. Theories of Second Language Learning
 - a. Behaviourism: Mimicry and Imitation
 - b. The Innatist Perspective: Universal Grammar#
 - c. Current Psychological Theories: The Cognitivist/developmental perspective
 - d. Second language application: Interacting, noticing, and processing
- III. The Factors Affecting Second Language Learning
 - a. Intelligence
 - b. Aptitude
 - c. Personality
 - d. Motivation and Attitudes

- e. Learning Styles
 - f. Identity and ethnic affiliation
 - g. Learner Belief
 - h. Age of Acquisition: The Critical Period Hypothesis
- IV. Second Language Learning in the Classroom
- a. Instructed and Natural Setting for Language Learning
 - b. Five Proposals for Classroom Teaching
 - c. The Implications of Classroom Research for Teaching

Methods of Instruction

1. Lectures
2. Interactive Learning
3. Group Work

Evaluation

Quizzes; Examinations (Midterm & Finals)

Written Quiz; Group Work

Grading System

Midterm Grade:	40%	
Quizzes/Class Participation/Assignments		10%
Examination:		30%
Final Exam:	60%	

FINAL GRADE: 100%

References

Lightbrown, Patsy M., and Spada, Nina. 2006. How Languages are Learned. Oxford: Oxford University Press.

Leaver, Betty Lou et. Al. Achieving Success in Second Language Acquisition. Cambridge: Cambridge University Press.

عدد الوحدات الدراسية	اسم المادة	رقم المقرر
3	Introduction to African Literature	02602

Course Description

This course offers an overview of African literatures and cultures. It includes a study of texts on various genres (poetry, prose, drama) in order to appreciate the dynamics and the significance of the African creative process.

Course Objectives

This course has the following objectives:

1. to introduce the student to different literary genres from Africa,
2. to read both male and female writers in order to understand more clearly the impact of colonialism, race, class, ethnicity and gender, and
3. to see how African literatures enable readers to reframe African cultures within the context of world cultures.
4. to develop competence in comparative literary analysis, cultural analysis and writing.
5. to gain an increased awareness of the cultural contexts to which they will be introduced.

Course Outline

1. Meaning of African literature
2. The Beginnings of African Literature
3. [Oral literature](#)

4. [Pre-colonial literature](#)
5. [Colonial African literature](#)
6. [Postcolonial African literature](#)
7. [Noma Award](#)
8. Reading texts

A. Poetry

1. Charles Mungoshi, a poet from Zimbabwe
"The Trees"
"Saturday"
2. Chinua Achebe, from Nigeria
[Things Fall Apart](#)
"A Mother In A Refugee Camp"
"The First Shot"
3. Nelson Mandela from South Africa
 Verses of Nelson Mandela

B. Folktales

Told by Hadjia Rahamu and Hadjia Angele from Niger

1. *"Gizo and the Lizard"*
2. *"The Man and the Lioness"*

C. African Autobiography

by Fatima Mernissi from Tunisia

"Dreams of Trespass"

D. Short Story

by El Tayeb Salih from Sudan

"A Handful of Dates"

E. Novel(excerpt)

by Ngugi wa Thiong'o from Kenya

"Weep Not Child"

F. Drama(excerpt)

by Ebrahim N. Hussein from Tanzania

Act I, Scene II of *"Kinjeketile"*

Methods of Instruction

Guided reading approach, discussion based on readings, lecture, brainstorming, simulation, parallel reading, journal writing.

Evaluation

Quizzes; Examinations (Midterm & Finals)

Written Quiz; Group Work

Grading System

Midterm Grade 40%

Quizzes, Class Participation, Assignment 10%

Midterm Exam 30%

Final Exam 60%

FINAL GRADE: 100%

References

1. R. Finnegan, *Oral Literature in Africa* (1970);
2. R. Smith, ed., *Exile and Tradition: Studies in African and Caribbean Literature* (1976);
3. W. Soyinka, *Myth, Literature and the African World* (1976);
4. A. Irele, *The African Experience in Literature and Ideology* (1981);
5. B. W. Andrzejewski et al., *Literature in African Languages* (1985);
6. S. Gikandi, *Reading the African Novel* (1987).

عدد الوحدات الدراسية	اسم المادة	رقم المقرر
3	Introduction to ESP	02603

Course Description

This course is designed to provide the students with the knowledge of the development of the standard English language. This covers both the well- established varieties in England and the newer varieties that have emerged as English has spread to become a world language. This delves into the linguistic features of a range of these varieties covering most areas of linguistic description including pronunciation, grammar and lexicon.

This course also provides an overview of the extensive changes that English has undergone at all levels and how language change can be both internally and externally motivated. Furthermore, this explicates how linguists interpret written texts and other sources to infer past stages of English and how students can understand and account for the changes which have taken place and are taking place in various aspects of the structure of English most specifically for the birth of ESP.

Course Objectives

At the end of the course, the students will be able to:

1. Discuss the importance of English among other languages of the world
2. Acquire knowledge of contemporary variation in English;
3. Learn the methods of historical linguistics;
4. Apply the techniques of linguistic description to a particular language;
5. recognize the connection between contemporary language variation and historical linguistic change in English and how this can be generalized to other languages;
6. Analyse texts as evidence for historical change and contemporary variation;
7. Understand how some historical developments in language can be explained.

Course Outline

ORIENTATION

- Discussion of the Course Outline
- Grading System

- Assessments and Requirements

1. Development of English

- Old, Middle, Early Modern and Modern English

2. Varieties as Dialects

- British vs. American and Other varieties

3. Varieties as Style

4. Spoken Language of Conversation

5. Language of the Press

6. English of Advertising

7. Legal English

8. Scientific English

9. Non-literary Language

10. Literary Language

Methods of Instruction

- a. Lecture; classroom discussion based on reading assignments;
- b. Group presentations based on the chosen topics and group projects.

Evaluation

Oral Participation; Quiz; Written Examinations (Midterm& Final)

Grading System

Midterm

Examination	30%
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Class Participation,

Quizzes, Assignments	10%
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Final

Examination	<u>60%</u>
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Total	100%
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References

- Ghazala, H. (1994). *Varieties of English Simplified* (2nd ed.). Elga Publications
- Lightbrown, Patsy M., and Spada, Nina. 2006. *How Languages are Learned*. Oxford: Oxford University Press.
- Leaver, Betty Lou et. Al. *Achieving Success in Second Language Acquisition*. Cambridge: Cambridge University Press.

عدد الوحدات الدراسية	اسم المادة	رقم المقرر
4	Workshops in Translation	02604

Course Description

This course will combine theory and practice to approach translation in its full complexity as both an art and a science. In reading, discussion and practice we will draw on the points of view of creative writing, linguistics, and literary theory.

Course Objectives

At the end of the course, the students are expected to:

- Be trained in how translation methods can be applied to meaningful interpretation of texts in literature and the humanities.
- Learn the techniques of how cross-cultural communication and negotiation can successfully be implemented.
- Be introduced to the contemporary scene of international literature, and Be provided with techniques and research methods of reviewing works in translation.

Course Outline

1. Introduction to the course; overview of readings and system;
2. Why don't translators (usually) use pseudonyms?

3. Which famous writers began their careers as translators?
4. What is the relationship of translating to creative writing?
5. How have theories of translation evolved over the centuries?
6. What if the text to be translated is religious?
7. What if the writer's so GREAT that it might as well be religious?
8. What is your relationship to past and future translators? 9: What if your translation will most likely be "the last word"?
- 10: What theories have sprung from translation practice or theory?
- 11: What is the relationship of the translator to the writer?
- 12: How are translation theory and practice gendered?
- 13: Who is your favorite translator?

Methods of Instruction

Discussion of readings from the required texts and reserve shelf; presentation and critique of work in progress; a focused exercise (usually on-the-spot translation or editing of a brief text); a fun exercise; and presentations of class members' work and research topics.

Evaluation

Quiz, Presentation, Written Examinations (Midterm & Final)

Grading System

Midterm Grade:	40%
Quizzes/Class Participation/Assignments	10%
Examination:	30%
Final Exam:	60%
FINAL GRADE:	<u>100%</u>

References

Schulte/Biguenet. *The Craft of Translation*. University of Chicago Press.

ISBN 0226048691 (pbk).

Schulte/Biguenet. *Theories of Translation: An Anthology of Essays from Dryden to Derrida*. University of Chicago Press. ISBN 0226048713.

Felstiner, John. *Translating Neruda: The Way of Macchu Picchu*.

Stanford University Press. ISBN 08047132-8.

Landers, Clifford E. *Literary Translation: A Practical Guide*. Multilingual

Matters Limited (December 1, 2001). ISBN: 1853595195.

Steiner, George. *After Babel: Aspects of Language and Translation*.

Oxford University Press, 3rd edition (May 1, 1998). ISBN: 0192880934.

Raymond Cohen. *Negotiating Across Cultures*. Washington. United States Institute of Peace Press. Third Printing. 2002. ISBN 1878379720

The World of Translation. With a new introduction by Gregory Rabassa. Published by the PEN American Centre.

عدد الوحدات الدراسية	اسم المادة	رقم المقرر
4	Teaching Methodology & Strategies	02701

Course Description

This course is designed to give an overall picture of the traditional approaches to English language teaching together with more recent developments. It will provide an opportunity to

learn the different theoretical issues in language learning and teaching. It also investigates the development of different approaches and methods in language teaching.

Course Objectives

At the end of the course, the students are expected to:

- a. Gain an overview of the theoretical issues in language learning and teaching.
- b. Provide the students with the opportunity to be familiar with different approaches and methods in language pedagogy.
- c. Utilize the different methods and approaches in ELT as a means of improving language skills.

Course Outline

1. Terms related to ELT
2. Teaching and Learning a Language
 - 2.1. The nature of language
 - 2.2. The nature of learning
3. Learning Theories
 - 3.1. The Behaviorist Theory
 - 3.2. The Cognitive Theory
 - 3.3. Implications to Classroom Practice
4. Structuralism in Language Teaching
5. Functionalism in Language Teaching
6. Methods & Approaches in ELT
 - 6.1. The Grammar-Translation Method
 - 6.2. The Direct Method
 - 6.3. The Audio-Lingual Method
 - 6.4. The Reading Method
 - 6.5. The Eclectic Method
 - 6.6. The Communicative Approach

7. The Language Syllabus
 - 7.1. Structural Syllabus
 - 7.2. Situational Syllabus
 - 7.3. Functional Syllabus
 - 7.4. Discourse-Based Syllabus

8. Levels of Language Description

- 8.1. Teaching Pronunciation
- 8.2. Teaching Vocabulary
- 8.3. Teaching Grammar

- 9. Language Skills
 - 9.1. Teaching Reading
 - 9.2. Teaching Writing
 - 9.3. Teaching Listening
 - 9.4. Teaching Speaking

Methods of Instruction

Cooperative Learning, Task-based, Use of Instructional Media, Dyadic Exchange, Peer Tutoring, Lecture Method.

Evaluation

Quiz, Presentation, Written Examinations (Midterm & Final)

Grading System

Midterm Grade:	40%
Quizzes/Class Participation/Assignments	10%
Examination:	30%
Final Exam:	60%

FINAL GRADE: 100%

References

Imssalem, Nuwara Mohammed. *Methods, Methodology and Teaching Practice* (The English Teacher's Handbook).

Harmer, Jeremy. *The Practice of English Language Teaching*. Pearson Longman.

Ur, Penny (2007) *A Course in Language Teaching*. Cambridge: Cambridge University Press.

عدد الوحدات الدراسية	اسم المادة	رقم المقرر
3	Introduction to American Lit	02702

Course Description

This course offers a brief introductory survey concentrating on major writers, works, and trends of American Literature. In this course, the students will encounter many of the multiethnic voices of early America (European, Latin, and African), a number of religious groups (Puritan, Quaker), and a wide variety of genres (sermons, spiritual autobiographies, slave and captivity narratives, poems, short stories) from the colonial period up to the 21st century is discussed.

Course Objectives

The course aims to:

1. To develop and apply critical skills for reading, thinking, and writing about literature.
2. Analyze and discuss the social, economic, and political circumstances and experiences which influenced the thought and traditions of the prominent writers of America.
3. Explain and identify the characteristics of American literature and the elements needed to analyze different works.
4. To use relevant cultural and historical information when interpreting literature.
5. To recognize and compare the individual literary texts, those who wrote them, the context in which they were produced their place in American literature and culture.

Course Outline

1. Introduction and Course Overview
2. Colonial Literature: (Puritanism)
 - a. Anne Bradstreet ““To My Dear and Loving Husband,” “To My Dear Children”
 - b. John Winthrop “ A Model of Christian Charity”

3. Great Awakening
 - a. Jonathans Edward Sinners “In the Hands of an Angry God”

4. The Era of Expansion (The Formation of American Self)
 - a. Benjamin Franklin Selection from “The Autobiography”
 - b. Thomas Jefferson “The Declaration of Independence”

5. Revolutionary Period (Transcendentalism)
 - a. Ralph Waldo Emerson “Self Reliance”
 - b. Nathaniel Hawthorne “Young Goodman Brown”
 - c. Edgar Allan Poe “The Tell-Tale Heart”
 - d. Walt Whitman Song of Myself
 - e. Emily Dickinson “Selected Poems”

6. The Age of Realism:
 - a. Mark Twain “The Adventures of Huckleberry Finn”
 - b. Kate Chopin “Story of an Hour”

7. Harlem Renaissance:
 - a. Zora Neale Hurston “How It Feels to Be Colored Me”
 - b. Langston Hughes “I, Too, Sing America”

8. The World Wars and Depression:
 - a. Elizabeth Bishop “One Art”
 - b. Alice Walker “Everyday Use”

Methods of Instruction

Text analysis, guided reading approach, brainstorming, lecture

Evaluation

Quiz, Presentation, Written Examinations (Midterm & Final)

Grading System

Midterm Grade: 40 %

Quizzes/ Oral Participation/ Assignments 10%

Examination

30%

Final Examination: 60%

FINAL GRADE: 100%

References

The Norton Anthology of American Literature 7th shorter ed. vols. 1,2.

Twain, Mark. The Adventure of Huckleberry Finn www.online-literature.com

عدد الوحدات الدراسية	اسم المادة	رقم المقرر
3	Research Methodology	02703

Course Description

This course deals with the ideas, concepts and principles of research methodology, the problem, the major research methods, preparation of research instruments, review of related literature and studies, sampling and guidelines in the selection of statistical tool to be used.

Further, it deals with the methods of analyzing, presenting and interpreting data.

Course Objectives

At the end of the course, the students are expected to:

- Prepare a working and an annotated bibliography
- Gather data using the different types of notes
- Prepare an outline of one's research paper
- Observe correct format as approved by the institution
- Find answers to problems which are only partially solved by existing methods and information

- f. Satisfy the researcher's curiosity
- g. Find answers to queries by means of scientific methods
- h. Expand or verify existing knowledge
- i. Provide basis for decision making in business, industry, education, government, and in other undertakings

Improve educational practices and develop new instruments to raise the quality of school products

Course Outline

Orientation

Introduction to the Course

Goals and Objectives of Research

- I. The Problem and its Background
 - A. Introduction / Background of the Study
 - B. Statement of the Problem
 - C. Assumption and Hypothesis
 - D. Scope and Limitations of the Study
 - E. Significance of the Study

- II. Related Literature and Studies
 - A. Local and Foreign Literature
 - B. Theoretical and Conceptual Framework
 - C. Research Paradigm
 - D. Definition of Terms
- III. Research Methodology and Procedure
 - A. Methods of Research
 - 1. Experimental
 - 2. Descriptive
 - 3. Historical
 - B. Sampling Design
 - C. Locale and Population

D. Data Gathering and Instrumentation

E. Statistical Treatment of Data and Review

F. Thesis Proposal / Defense (Discussion) of Chapters 1 to III

IV. Analysis, Presentation and Interpretation of Data

A. Analysis of Data (Consultation with Adviser (supervisor) and Statistician)

B. Presentation of Data (Consultation with Adviser (supervisor) and Statistician)

C. Interpretation of Data (Consultation with Adviser (supervisor) and Statistician)

IV. Summary of Findings, Conclusion and Recommendations

A. Summary of Findings

B. Conclusion

C. Recommendations

Methods of Instruction

Lectures and Discussions, Research Works, Consultations, Critiquing

Evaluation

Quizzes; Examinations (Midterm & Finals)

Written Quizzes, Group Work, Thesis Proposal, Oral Defense (Discussion)

Grading System

Midterm Grade:40%

Quizzes/Class Participation: 10%

Examination/Research Proposal (Chapters 1-III) 30%

Final Oral Defense/Research Output: 60%

FINAL GRADE: 100%

References

World Wide Web (WWW)

Methods of Research and Thesis Writing by Jose F. Calderon et al.

Ur, Penny (2007) *A Course in Language Teaching*. Cambridge: Cambridge University Press.

عدد الوحدات الدراسية	اسم المادة	رقم المقرر
3	Semantics	02704

Course Description

The course introduces students to the study of meaning, as inherent at the levels of words, phrases, sentences, and the larger units of discourse. The basic area of study in this course is the meaning of signs, and the study of relations between different linguistic units and compounds.

Course Objectives

At the end of the course, the students are expected to:

- a.) Demonstrate appreciation on the value and fascination of studying Semantics;
- b.) Grasp the idea of meaning and acquire some critical and analytical thinking toward meanings in the language;
- c.) Compare and contrast the different linguistic units and compounds; and
- d.) Apply knowledge of semantics in a larger chunks of texts in both oral and written form of communication.

Course Outline

1.)Semantics defined

2.)Linguistic compounds: Homonymy; Synonymy; Antonymy;

Hypernymy; Hyponymy; Meronymy; Metonymy; Holonymy

3.)Montague Grammar

4.)Lexical Semantics and Conceptual Semantics

5.)Semantics vs. Pragmatics

6.)Metaphor

7.)Metonymy and Synecdoche

8.)Connotation and Denotation

9.)Lexical Semantics and Compositional Semantics

10.)Sense and Reference

11.)Statistical Semantics

12.)Structural Semantics

Methods of Instruction

Student-centered Approach; Cooperative Learning; Task-based; Use of Instructional Media; Dyadic Exchange; Peer Tutoring; Lecture Method; Computer- Aided Instruction (CAI); QAR (Question, Answer, Relationship)

Evaluation

Quizzes; Examinations (Midterm & Finals)

Written Quiz; Group Work; Homework; Individual Seatwork.

Grading System

Midterm Grade:40%

Quizzes/Initiative/Class Participation/Assignments 10%

Examination: 30%

Final Exam: 60%

FINAL GRADE: 100%

References

- 1.) Liddell, Henry George; Scott, Robert; [A Greek–English Lexicon](#) at the [Perseus Project](#)
- 2.) Morris, Charles F. W. (Editors) (1955). [International Encyclopedia of Unified Science](#). Chicago, IL: [University of Chicago Press](#).
- 3.) Cruse, Alan; *Meaning and Language: An introduction to Semantics and Pragmatics*, Chapter 1, Oxford Textbooks in Linguistics, 2004; Kearns, Kate; *Semantics*, [Palgrave MacMillan](#) 2000; Cruse, D. A.; *Lexical Semantics*, Cambridge, MA, 1986.
- 4.) Kitcher, Philip; Salmon, Wesley C. (1989). *Scientific Explanation*. Minneapolis, MN: [University of Minnesota Press](#). p. 35.
- 5.) Barsalou, L.; *Perceptual Symbol Systems*, Behavioral and Brain Sciences, 22(4), 1999
- 6.) Langacker, Ronald W. (1999). *Grammar and Conceptualization*. Berlin/New York: Mouton de Gruyter. [ISBN 3-11-016603-8](#).
- 7.) Peregrin, Jaroslav (2003). *Meaning: The Dynamic Turn. Current Research in the Semantics/Pragmatics Interface*. London: Elsevier.
- 8.) de Saussure, Ferdinand (1916). *The Course of General Linguistics (Cours de linguistique générale)*.
- 9.) [Matilal, Bimal Krishna](#) (1990). *The Word and the World: India's Contribution to the Study of Language*. Oxford. The [Nyaya](#) and [Mimamsa](#) schools in Indian [vyākaraṇa](#) tradition conducted a centuries-long debate on whether sentence meaning arises through composition on word meanings, which are primary; or whether word meanings are obtained through analysis of sentences where they appear. (Chapter 8).
- 10.) [Lakoff, George](#); [Johnson, Mark](#) (1999). *Philosophy in the Flesh: The embodied mind and*

its challenge to Western thought. Chapter 1. New York, NY: Basic Books. [OCLC 93961754](#).

11.)Levin, Beth; Pinker, Steven; *Lexical & Conceptual Semantics*, Blackwell, Cambridge, MA, 1991

12.)Jackendoff, Ray; *Semantic Structures*, MIT Press, Cambridge, MA, 1990

13.)Cruse, D.; *Lexical Semantics*, Cambridge University Press, Cambridge, MA, 1986

عدد الوحدات الدراسية	اسم المادة	رقم المقرر
4	Translation Theories & Practice	02801

Course Description

Students will become familiar with the basic linguistic differences and principles of translation between English and Arabic. Through the acquisition of theoretical concepts, notions of contrastive linguistics, analysis and regular translations exercises, students will learn to transfer texts from Arabic into English and from English into Arabic.

Course Objectives

At the end of the course, the students are expected to:

- Introduce students to translation studies as separate discipline of knowledge
 - Increase their awareness related to the nature of translation and arouse their interest to independently pursue translation theory issues;
 - Enable students to deal with translation as linguistic procedure and as socially constructed and oriented activity;
 - Increase students' awareness related to social functions of translation;
 - Enable them to link theory and practice;
 - Develop students' contrastive knowledge and their critical thinking skills;
- Enable them to develop self-assessing and self-correcting techniques in order to monitor their

own progress.

Course Outline

- 1: History of translation. The rise and development of translation
- 2: How is translation defined? Linguistic definition of translation; Philological definition of translation; Communicative definition of translation
- 3: The nature of translation. What is translation? Translation as a form of communication; Information and message; Communication channel; The sender and the receiver of the message
- 4: Forms and types of translation
- 5: Human translation; Translation of written texts
- 6: Translation of speech or interpreting; Simultaneous translation
- 7: Consecutive translation
- 8: Literary and non-literary translation; Gain and loss in translation; Accommodation in translation
- 9: Machine translation; Computer-assisted translation
- 10: Social functions of translation; The role of translation; The role of translators
- 11: General and particular knowledge required for translation; Common background experience as a prerequisite for communication; Common background experience as a starting point in translation
- 12: Translation process and product; Looking at translation as process and product; Text types
- 13: Techniques, strategies, and procedures in translation
- 14: Presentations

Methods of Instruction

Learning centred & interactive and experiential

Evaluation

Quizzes; Examinations (Midterm & Finals)

Written Quiz; Group Work

Grading System

Midterm Grade:40%

Quizzes/Initiative/Class Participation/Assignments 10%

Examination: 30%

Final Exam: 60%

FINAL GRADE: 100%

References

Bassnett, Susan, Translation Studies, London and New York, 1980 (revised edition 1991), Routledge

Bell, Roger T. Translation and Translating, Theory and Practice, Longman, 1991

Callow, Kathleen, Man and Message: A Guide to Meaning-Based Text Analysis,1998,Cumulative Index of United Nations Legal Materials Produced and Applied inKosovo 1999-2004, Central European and Euroasian Law Institute, USAID

Duff, Alan, Translation, OUP, 1997

Gërmizaj, Shykrane, Translation Theory in the Classroom, Prishtina, 2005

Hatim, B. and I. Mason, Discourse and the Translator, 1990, London and New York, Longman

Selection of extracts from literary works

Selection of extracts of various text types

Selection of extracts from daily newspaper

Selection of websites:

<http://www.fortunecity.com/business/reception/19>

عدد الوحدات الدراسية	اسم المادة	رقم المقرر
3	Research Project	02802

Course Description

This course deals with the ideas, concepts and principles of research methodology, the problem, the major research methods, preparation of research instruments, review of related literature and studies, sampling and guidelines in the selection of statistical tool to be used.

Further, it deals with the methods of analyzing, presenting and interpreting data.

Course Objectives

At the end of the course, the students are expected to:

- Prepare a working and an annotated bibliography
- Gather data using the different types of notes
- Prepare an outline of one's research paper
- Observe correct format as approved by the institution
- Find answers to problems which are only partially solved by existing methods and information

- f. Satisfy the researcher's curiosity
- g. Find answers to queries by means of scientific methods
- h. Expand or verify existing knowledge
- i. Provide basis for decision making in business, industry, education, government, and in other undertakings
- j. Improve educational practices and develop new instruments to raise the quality of school products

Course Outline

Orientation

Introduction to the Course

Goals and Objectives of Research

- V. The Problem and its Background
 - F.** Introduction / Background of the Study
 - G.** Statement of the Problem
 - H.** Assumption and Hypothesis
 - I.** Scope and Limitations of the Study
 - J.** Significance of the Study

VI. Related Literature and Studies

Local and Foreign Literature

- E.** Theoretical and Conceptual Framework
- F.** Research Paradigm
- G.** Definition of Terms

VII. Research Methodology and Procedure

B. Methods of Research

1. Experimental

2. Descriptive

3. Historical

B. Sampling Design

C. Locale and Population

D. Data Gathering and Instrumentation

E. Statistical Treatment of Data and Review

F. Thesis Proposal / Defense (Discussion) of Chapters 1 to III

IV. Analysis, Presentation and Interpretation of Data

D. Analysis of Data (Consultation with Adviser (supervisor) and Statistician)

E. Presentation of Data (Consultation with Adviser (supervisor) and Statistician)

F. Interpretation of Data (Consultation with Adviser (supervisor) and Statistician)

VIII. Summary of Findings, Conclusion and Recommendations

D. Summary of Findings

E. Conclusion

F. Recommendations

Methods of Instruction

Lectures and Discussions, Research Works, Consultations

Evaluation

Group Work, Thesis Proposal, Ora Defense (Discussion)

Grading System

Quizzes/Class Participation: 10%

Examination/Research Proposal (Chapters 1-III) 30%

Final Oral Defense/Research Output: 60%

FINAL GRADE: 100%

References

World Wide Web (WWW)

Methods of Research and Thesis Writing by Jose F. Calderon et al.

عدد الوحدات الدراسية	اسم المادة	رقم المقرر
3	Language Testing	02803

Course Description

This course aims to provide teacher training students majoring in English with essential background in the area of language testing, specifically in English second/foreign language testing. Questions that are addressed relate to test preparation, administration, and evaluation. Additionally, it provides students with knowledge of basic concepts of testing and characteristics of language tests, ability to evaluate tests and test results, and an understanding of test development procedures. Throughout the course there will be discussions of officially administered tests and their ramifications for the educational system.

Course Objectives

At the end of the course, the students are expected to:

1. Understand the main purposes of testing.
2. Understand the relationship between teaching and testing.
3. Demonstrate a detailed understanding of the major principles of language assessment and testing, including validity and reliability as well as familiarity with assessment approaches within the skill areas of listening, speaking, reading, and writing.
4. Apply principles and techniques for the testing of listening, speaking, reading, and writing.
5. Be familiar with a wide range of current ideas and methods in language testing;
6. Have basic competence in writing classroom tests and evaluating published tests.

Course Outline

I. COURSE ORIENTATION

II. TESTING, ASSESSING, TEACHING

1. What is a Test?
2. Assessment and Teaching
 - 2.1. Informal and Formal Assessment
 - 2.2. Formative and Summative Assessment
3. Approaches to Language Testing: A Brief History
 - 2.1. Discrete-Point and Integrative Testing
 - 2.2. Communicative Language Testing
 - 2.3. Performance-Based Assessment

III. PRINCIPLES OF LANGUAGE ASSESSMENT

1. Practicality
2. Reliability
3. Validity
4. Authenticity
5. Wash back
6. Applying Principles to the Evaluation of Classroom Tests

IV. DESIGNING CLASSROOM LANGUAGE TESTS

1. Test Types
 - 1.1. Language Aptitude Tests
 - 1.2. Proficiency Tests
 - 1.3. Placement Tests
 - 1.4. Diagnostic Tests
 - 1.5. Achievement Tests
2. Some Practical Steps to Test Construction
 - 2.1. Assessing Clear, Unambiguous Objectives
 - 2.1. Drawing Up Test Specifications
 - 2.3. Devising Test Tasks
 - 2.4. Designing Multiple-Choice Test Items
3. Scoring, Grading, and Giving Feedback
 - 3.1. Scoring
 - 3.2. Grading
 - 3.3. Giving Feedback

- V. TESTING LISTENING SKILLS
- VI. TESTING SPEAKING SKILLS
- VII. TESTING READING SKILLS
- VIII. TESTING WRITING SKILLS
- IX. TESTING GRAMMAR AND VOCABULARY

- X. ALTERNATIVE TESTING
 - 1. Performance-Based Assessment
 - 2. Portfolios
 - 3. Journals
 - 4. Conferences and Interviews
 - 5. Observations
 - 6. Self- and Peer-Assessments

Methods of Instruction

Cooperative Learning, Task-based, Use of Instructional Media, Dyadic Exchange, Peer Tutoring, Lecture Method

Evaluation

Quizzes; Examinations (Midterm & Finals)

Written Quiz; Group Work; Homework; Individual Seatwork.

Grading System

Midterm Grade: 40%

Quizzes/Class Participation/Assignments

Examination:

Final Exam: 60%

FINAL GRADE: 100%

References

Brown, H.D. (2004). *Language Assessment: Principles and Classroom Practices*. White Plains, NY: Pearson Education.

Carr, N. (2011). *Designing and Analyzing Language Tests: Oxford Handbooks for Language Teachers*. Oxford: Oxford University Press.

Harmer, J. (2007). *The Practice of English Language Teaching, (4th Ed.)*. London: Pearson Education Limited.

Hughes, Arthur (2003). *Testing for Language Teachers (2nd Ed.)*. Cambridge: Cambridge University Press.

O'Malley, J. Michael & Valdez Pierce, L. (1996). *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*. Toronto: Addison-Wesley Publishing Company.

عدد الوحدات الدراسية	اسم المادة	رقم المقرر
4	English Grammar D (Syntax & Morphology)	02804

Course Description

This course focuses on concepts and principles in morphology and syntax to analyze English words, phrases, clauses, and sentences.

Course Objectives

At the end of the course, the students are expected to:

- a. Understand basic syntactic and morphological concepts.
- b. Enhance their awareness that natural language is structure dependent.
- c. Develop their ability to observe, describe, and explain major syntactic phenomena.
- d. Analyze the surface and underlying structure of words, phrases and clauses and represent them in tree diagrams.

Have background information on some theories of syntax and learn to use these theories to analyze, discover, and describe rules and principles of English structure.

Course Outline

- A. Orientation
- B. What is Syntax?
- C. The Constituents of A Sentence
 1. Phrasal Constituents of Sentences
 2. Clausal Constituents of Sentences
- D. Some Theories of Syntactic Analysis
 1. Immediate Constituent (IC) Analysis
 2. Phrase Structure Rule
 3. Transformational Generative Grammar
 - a. The Concept of Transformational Generative
 - b. Transformational Rules
- E. What is Morphology?
- F. Some Important Concepts of Morphology

1. Morpheme
2. Morph
3. Allomorphs
4. Lexeme
5. Affixation

G. Free Morphemes and Bound Morphemes
 Derivational and Inflectional Morphemes

H. Class Changing and Class Maintaining Morphemes

I. Some important Prefixes and Suffixes in English

1. Prefixes Frequently Used
2. Prefixes Related to Time
3. Prefixes Related to Size
4. Prefixes Related to Negation
5. Suffixes used to form nouns
6. Suffixes used to form adjectives
7. Suffixes used to form verbs
8. Suffixes used to form adverbs

J. Identification of Morphemes

1. The Concept of Root, Stem and Base
2. Tree-diagrams of Morphemes

K. Morphophonemics

L. Formation of Words in English Language

1. Compounding
2. Derivation
3. Conversion
4. Back-formation
5. Clipping
6. Acronymy
7. Blending
8. Multiple formation
9. Onomatopoeia

Methods of Instruction

Cooperative Learning; Task – based; Use of Instructional Media; Dyadic Exchange; Lecture Method; Peer Teaching.

Evaluation

Quizzes; Examinations (Midterm & Finals)

Grading System

Midterm Grade: 40%

Quizzes/Class Participation/Assignments 10%

Examination: 30%

Final Exam: 60%

FINAL GRADE: 100%

References

Leech , Geoffrey, and Starvik, January (1994): *A Communicative Grammar of English*.
Second Edition, Longman , London

McEldowney,P.L. (1982): *English in Context*. Thomas Nelson, Surry

English Grammar: A Linguistic Study of Its Classes and Structures. Heinemann, London

Grammar Practice Activities: A Practical English Grammar. Oxford University Press,
Oxford

عدد الوحدات الدراسية	اسم المادة	رقم المقرر
3	Introduction to Computer	9103

يهدف هذا المقرر الى اكساب الطلاب القدرة على استعمال البرامج الحاسوبية العامة التي يحتاجها في حياته اليومية وفي عمله. المواضيع والبرمجيات التي يغطيها المقرر تشمل: شرح موجز لمكونات الحاسوب المادية والبرمجية, استخدام نظام النوافذ, استخدام معالج النصوص, استخدام الجداول الالكترونية, استخدام العرض المرئي, واستخدام الانترنت.....الخ.

The main objective of this course is to provide students with the ability to utilize commonly used computer applications in their daily life and work. It covers a range of topics and applications including: general overview of computer hardware technology, computer software systems, MS Windows, word processing, spread sheets, Power Point Presentation, Web Browsing....etc.