Form (H)
Short course description

Course title: **Basic English Grammar**	Course number and code: **ENG. 106**
Previous course requirement: **None**	Language of the course: **English**
Course level: **Second Level / 1ˢᵗ year**	Effective hours: **2 hours**

Course description   **وصف المقرر:**

> The course aims at teaching basic sentence structures. It focuses on practice, and the use of fundamental grammatical elements. Topics covered include Verb tenses, Adverb clauses of time, Subject –verb- Agreements, Modals, The passive, Noun Clauses, Connectives that express Cause and Effect, and Conditional sentences. The students will be given exercises to train them in the skills of constructing grammatically correct and effective spoken and written English sentences.

Course objectives   **أهداف المقرر**

1. To recognize basic English grammar rules;	**7.** To distinguish active from passive voice sentences;
2. To distinguish between various verb tenses;	**8.** To differentiate between direct and reported speech;
3. To distinguish between different parts of speech;	**9.** To correct faulty sentences such fragments, commas splices, and run-ons;
4. To recognize the constituent parts of a sentence in English;	**10.** To use punctuation correctly;
5. To differentiate between the phrase, the dependent clause, and the independent clause in English;	**11.** To construct grammatically good sentences in English
6. To write good conditional sentences;	**12.** To recall the constituent parts of a good paragraph in English

Learning outcomes (understanding, knowledge, and intellectual and scientific skills)
After studying this course, the student is expected to be able to:

1. Recall basic English grammar;	**6.** Write sentences in which verbs agree with subjects;
2. Identify the various parts of speech;	**7.** Distinguish between the phrase, the dependent clause and the independent clause;
3. Differentiate between verb tenses;	**8.** Distinguish between active and passive voices in English;
4. Distinguish between regular and irregular verbs;	**9.** Distinguish between active and reported speech in English
5. Apply correctly modals in sentenceس	**10.** Write well-structured English sentences

Textbook adopted and supporting references

Title of the book	Author's name	Publisher's name	Date of publication
Understanding and Using English Grammar	Betty S. Azar, Stacy A. Hagen	Longman	2009 (4th edition)
Understanding and Using English Grammar	Azar, Betty S.	Longman	1999 (3rd edition)
A Practical English Grammar	Thomson, A.J. and A. V. Martinet	Oxford University Press	1980 (3rd edition)
Advanced English Grammar	Martin Hewing	Cambridge University Press	2016

Form (H)
Short course description

Course title: **Basic Writing Skills**	Course number and code: **ENG. 110**
Previous course requirement: **None**	Language of the course: **English**
Course level: **Second Level / 1ˢᵗ year**	Effective hours: **3 hours**

Course description: **:وصف المقرر**

This course is designed as a refresher course to improve students' basic writing skills. It begins with reviewing the basic rules of grammar, punctuation and spelling. It then moves on to focus on sentence structure. Students will be introduced to the main differences between the phrase, the dependent and the independent clauses. Students will write about familiar topics focusing on the structure of English including word form, parts of speech, verb tense and word order.

Course objectives: **:أهداف المقرر**

1. To differentiate between various parts of speech in English	**7.** To distinguish between and write various types of sentences: simple, compound, and complex;
2. To distinguish regular and irregular verbs	**8.** To recognize and correct comma splices, fragments, and run-on sentences
3. To distinguish between phrases, dependent and independent sentences.	**9.** To use punctuation correctly
4. To write sentences that have subjects and predicates	**10.** To peer-edit sentences in English;
5. To write sentences in which there is subject-verb agreement;	**11.** To write correct sentences in English
6. To distinguish between the forms of various verb tenses and their uses	**12.** To recognize the constituent parts of a good paragraph.

Learning outcomes (understanding, knowledge, and intellectual and scientific skills)
After studying this course, the student is expected to be able to:

1. Recall various parts of speech and use them correctly;	**6.** Write good sentences both in direct and reported speech;
2. Use various verb tenses in good sentences correctly;	**7.** Edit faulty sentences with spelling errors and wrong parts of speech;
3. Use subject-verb agreement correctly in sentences;	**8.** Correct faulty sentences: fragments, comma splices, and run-ons;
4. Use good spelling and punctuation in sentences;	**9.** Write good sentences of various types;
5. Write good sentences using both active and passive voice;	**10.** Write short basic paragraphs in English

Textbook adopted and supporting references

Title of the book	Author's name	Publisher's name	Date of publication
Writing Good Sentences	Faulkner, Claude W.	Pearson	1981 (3rd Revised Edition)
Write in the Middle: A Guide to Writing for the ESL Student	Shoemaker. Connie, and Doug Larson	Heinle	1998 (Second Edition)
Revision English	Ronald Forrest (Publisher)	Longman	1984 New Edition
Writing Better English for ESL Learners	Edward Swick	McGraw Hill Professional	2009 (Second Edition)
Writing Skills Book for ESL (Digital)	Patricia Wilcox Peterson	The English Language Programs Division	1982; reprint. 2003

Form (H)
Short course description

Course title: **Listening and Speaking Skills**	Course number and code: **ENG. 107**
Previous course requirement: **None**	Language of the course: **English**
Course level: **Second Level / 1ˢᵗ year**	Effective hours: **3 hours**

Course description: : وصف المقرر

This course helps students to develop basic listening and speaking skills in English as a Second Language. It is a beginning listening, speaking course that includes practice in group interaction, public speaking, and listening comprehension.

Course objectives: :أهداف المقرر

1. To recognize sounds in English speech;	**5.** To know how to listen well;
2. To produce accurate speech sounds in English;	**6.** To describe the three basic listening models;
3. To understand Spoken English from various sources;	**7.** To recognize the three basic skills of listening;
4. To speak good English in Various situations;	**8.** To define barriers to listening;

Learning outcomes (understanding, knowledge, and intellectual and scientific skills)
After studying this course, the student is expected to be able to:

1. To pronounce English words correctly;	**5.** To speak English in good, clear manner;
2. To listen and grasp spoken English efficiently;	**6.** To speak good English in group activities;
3. To use the three basic listening models	**7.** To respond promptly to various situations;
4. To define the barriers to listening	**8.** To discuss various topics to a small audience;

Textbook adopted and supporting references

Title of the book	Author's name	Publisher's name	Date of publication
Interactions II: Listening/Speaking	Judith Tanka, and Lida R. Baker	McGraw-Hill	2007 (Silver Edition)
Listening and Speaking Skills	Barry Cusack, Sam McCarter	Macmillan Education	2007
Teaching the Core Skills of Listening	Erik Palmer	ASCD	2014

and Speaking			
Mosaic One: *A Listening/Speaking Skills Book*	Jami Ferrer-Hanreddy, Elizabeth Whalley	McGraw-Hill	1996
Mosaic Two: *A Listening/Speaking Skills Book*	Ferrer, Elizabeth Whalley	McGraw-Hill	1995

Form (H)
Short course description

Course title: **Reading Skills and Vocabulary Building**	Course number and code: **ENG. 109**
Previous course requirement: **None**	Language of the course: **English**
Course level: **Second Level / 1ˢᵗ year**	Effective hours: **3 hours**

Course description: **وصف المقرر:**

This course aims at helping students to improve their reading ability and to train them to learn vocabulary. This is achieved through an intensive practice in reading .The course will address the following skills and strategies: Guessing the meanings of words from context, mechanics of reading, reading techniques (skimming and scanning), paraphrasing main ideas, word formation, use of contextual, syntactic, morphological clues, and learning to summarize.

Course objectives: **أهداف المقرر:**

1. Recognize the meanings of words from sentence context	**6.** Recognize various points of view in various texts
2. Read paragraphs and understand main ideas	**7.** Recognize the basic elements of narrative texts
3. Scan texts for main ideas, numbers, facts, etc.	**8.** Recognize affixes, compound words and recall synonyms and antonyms
4. Understand the general and specific ideas in texts and tell the difference between them	**9.** Use new vocabulary in good, meaningful sentences
5. paraphrase the main ideas in texts in their own words	**10.** Recognize/Recall parts of speech of new vocabulary

Learning outcomes (understanding, knowledge, and intellectual and scientific skills)
After studying this course, the student is expected to be able to:

1. Guess meaning of words from context	**6.** Identify points of view
2. Analyze paragraphs and skim for the main idea (explicit or implicit)	**7.** Identify basic elements of narratives (setting, characters and plot).
3. Scan (for numbers, for facts, for definitions of key terms, for words, for specific terms, etc.)	**8.** Analyze affixes, compound words, and identify antonyms and synonyms
4. Distinguishing between general and specific statements	**9.** Use new words in meaningful sentences.
5. Paraphrase main ideas	**10.** Apply parts of speech of new words correctly.

Textbook adopted and supporting references

Title of the book	Author's name	Publisher's name	Date of publication
Interactions II: Reading	Kirn, Elaine and Pamela Hartmann	McGraw-Hill	2004 (4th Edition)

Course title: **Study Skills for College Learning**	Course number and code: **ENG. 108**
Previous course requirement: **None**	Language of the course: **English**
Course level: **Second Level /1ˢᵗ Year**	Effective hours: **2 hours**

Course description: وصف المقرر:

> This course is designed primarily to provide first-year college students with specific skills and strategies that will enable them to accomplish their academic goals and achieve success in their college courses. Students will be introduced to a wide variety of topics essential to student success, such as "learning styles," "setting priorities," "critical thinking," "presentation skills," and "note-taking in classes." The course will also focus on providing students with vital information on how to write research papers and document references, following MLA and APA styles, and how to avoid plagiarism when writing research assignments.

Course objectives: أهداف المقرر:

1. To improve students' study skills and habits	**5.** To write good reports ibn English
2. To increase effectiveness of students' reading comprehensions;	**6.** To think critically and effectively;
3. To listen to lectures effectively and take notes;	**7.** T annotate English literary texts
4. To document references in both MLA and APA styles	**8.** To set goals and follow strategies to achieve them;

Learning outcomes (understanding, knowledge, and intellectual and scientific skills)

After studying this course, the student is expected to be able to:

1. Name the major effective learning styles;	**6.** Name the requirements of effective participation in classes
2. Label learning goals and list them in order of priority;	**7.** Develop multiple note-taking strategies
3. List the most effective note-taking methods;	**8.** Demonstrate the ability to document references in MLA and APA styles in research assignments
4. List strategies for staying organized in college;	**9.** Implement active reading strategies
5. Describe the effective memory and concentration techniques required for	**10.** Establish priorities based upon values and goals

knowledge retention;	

Textbook adopted and supporting references

Title of the book	Author's name	Publisher's name	Date of publication
How to Become a Straight-A Student: The Unconventional Strategies Real College Students Use to Score High While Studying Less	Cal Newport	Broadway Books.	2007
Study Skills for International Students	Thomas Harboe, and Rikke von Müllen	University of Copenhagen (Free online book)	2007
College Study Skills: Becoming a Strategic Learner	Dianna L. Van Blerkom	Wadsworth	2012 (7th Edition)
Effective Study Skills: Step-by-Step System to Achieve Student Success 1st Edition	James K. Semones	Cengage Learning	1991

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Form (H)
Short course description

Course title: Introduction to Literature	Course number and code: ENG 210
Previous course requirement: none	Language of the course: English
Course level: 3	Effective hours: 3

Course description	وصف المقرر :
This course is an introductory course to literature, specifically, the three main genres: fiction (short stories), poetry, and drama. Students are introduced to the literary elements of each genre and are trained to trace these elements in specific works. The course concentrates on providing an elementary literary vocabulary as well as introduction and practice in the skills required for the reading of literature and for writing about it. The course covers three genres that include a selection of short stories (4-5 stories), a selection of poems (5-6 poems), and a one-act play.	هذا المقرر مقدمة في الفنون الأدبية، وتحديدا الأنواع الرئيسية الثلاثة : القصة القصيرة، والشعر، والمسرحية. يتم تعريف الطلاب على العناصر الأدبية من كل نوع ويتم تدريبهم لتتبع هذه العناصر في أعمال محددة. المقرر يركز على توفير المفردات الأدبية الأساسية فضلا عن ممارسة المهارات المطلوبة للقراءةو والكتابة عن هذا الموضوع . يغطي هذا المساق ثلاثة أنواع: مجموعة مختارة من القصص القصيرة (4-5) ومجموعة مختارة من القصائد (5-6) ومسرحية من فصل واحد.

Course objectives	أهداف
1. Identify the three main genres of literature: fiction (short stories), poetry, and drama.	1.التعرف على الأنواع الرئيسية الثلاثة للأدب: الخيال (قصص قصيرة)، والشعر، والمسرحية.
2. Analyze the elements of each genre and trace these elements in specific works.	2. تحليل العناصر الأدبية في كل نوع وتعقب هذه العناصر في أعمال محددة.
3. Discuss general as well as specific historical and cultural background materials crucial to the understanding of literature.	3. مناقشة الخلفيات التاريخية والثقافية العامة والخاصة للنصوص والمهمة لفهم تلك الأعمال
4. Write coherent essays on the different elements of literature and their role in enriching the reading experience.	4.كتابة مقالات متماسكة عن العناصر الأدبية ودورها في إثراء تجربة القراءة.
5. Read literature both analytically and responsively	5. قراءة الأدب بشكل تحليلي وتذوفه.

Learning outcomes (understanding, knowledge, and intellectual and scientific skills)
After studying this course, the student is expected to be able to:

Discuss the different genres of literature.	مناقشة خصائص الانواع الأدبية المختلفة
Analyze the various characteristics of poetry, short stories, and drama.	تحليل السمات الرئيسية للقصة القصيرة والشعر والمسرح
Think analytically.	التفكير بشكل تحليلي
Trace literary elements through close reading.	تتبع العناصر الادبية من خلال القراءة والتحليل
Criticizing the text responsively.	نقد النصوص وتذوقها

Textbook adopted and supporting references

Title of the book	Author's name	Publisher's name	Date of publication
Portable Literature: Reading, Reacting, Writing, and 2009 MLA Update Edition. 9th ed.	Kirszner, Laurie G., and Stephen R. Mandell	Wadsworth	2016

Course Title: English Grammar in Use	**Course Number and Code:** ENG 211
Prerequisites: None	**Language of the Course:** English
Course Level: 3rd	**Effective Hours:** 3

Course Description

This course deals with English grammar in a practical way for the purposes of production (speaking/reading) and comprehension (listening/writing). It also serves as an introduction to basic linguistic terminology. The course starts with a review of the parts of speech (verbs, nouns, adjectives, adverbs, prepositions, and pronouns). The focus then shifts to the different types, structures, and uses of tenses, as well as subject-verb agreement. Students are then introduced to the different classes of nouns (count, noncount, collective, etc.) as well as pronouns. The course concludes with detailed work on modals. In addition to its focus on grammar, the course pays attention to the spelling and pronunciation of words which have undergone morphological manipulation.

Course Objectives

1. To familiarize students with basic linguistic terminology and parts of speech
2. To introduce students to the structures and uses of English tenses and to subject-verb agreement
3. To introduce students to the different types of nouns in English
4. To introduce students to English pronouns, their uses, and their relationships with their antecedents
5. To introduce students to English modals, their structures, and their uses
6. To train students to distinguish between regular and irregular verbs and nouns
7. To training students on proper pronunciation and spelling of words which have undergone morphological manipulation
8. To improve the written and spoken performance of students grammatically

Learning Outcomes (understanding, knowledge, and intellectual and scientific skills)

After studying the course, the student is expected to be able to:

1. Identify the various English parts of speech
2. Identify, comprehend (listen/read), and use (speak/write) English tenses
3. Identify and use different classes of English nouns, taking into account differences between them in terms of inflection for number
4. Identify pronouns and their use and understand their ties with antecedents
5. Understand and use English modals
6. Produce grammatically correct English words, phrases, and sentences both in speaking and in writing

Textbook adopted and supporting references

Title	Author	Publisher	Year of publication
Main Textbook: *Understanding and Using English Grammar*	Betty Azar & Stacey Hagen	Pearson ESL	2009 (4th edition)
Supporting References: *English Grammar in Use*	Raymond Murphy	Cambridge University Press	2004 (3rd edition)

Short Course Description

Course Title: Introduction to Linguistic Sciences	**Course Number and Code:** ENG 221
Prerequisites: None	**Language of the Course:** English
Course Level: Third	**Effective Hours:** 3

Course Description

This course provides an up-to-date introduction to the study of Linguistic sciences. The course covers the importance of studying languages and linguistics. The areas that will be thoroughly covered in this course are: phonetics, phonology, morphology, syntax, and semantics.

Course Objectives

1. To provide students with an overview of the importance of studying languages
2. To provide solid knowledge in several core areas of linguistics: phonetics and phonology (sound structure and patterns), morphology (word structure), syntax (sentence structure) and semantics (the meanings of words and expressions)

Learning Outcomes (understanding, knowledge, and intellectual and scientific skills)

After studying the course, the student is expected to be able to:

1. Understand why we study languages and linguistics
2. Use linguistic terminology accurately.
3. Define the basic terms in the core areas of linguistics: phonetics, phonology, morphology, syntax, and semantics
4. Explain the basic concepts and distinctions in the core areas of linguistics
5. Perform simple linguistic analyses of sounds, words, phrases and sentences

Textbook adopted and supporting references

Title	Author	Publisher	Year of publication
Language Files	Ohio State Universi	Ohio State University Press	2007

Form (H)
Short course description

Course title: Foundations of Rhetoric Writing	Course number and code: ENG 225
Previous course requirement: ENG 110	Language of the course: English
Course level: Level Three/Second Year	Effective hours: 3 hours

Course description**:**   **وصف المقرر:**

This introductory course emphasizes writing as a process that involves prewriting, drafting, revising, and editing. The course focuses on introducing foundational rhetorical concepts and strategies, generating and organizing ideas, developing paragraphs and essays, and improving sentence structure. This course also reviews the conventions of punctuation, grammar, spelling, and usage as needed. Students will learn to read critically as they study and practice various modes and styles of writing.	يرِّكز هذا المقرر التعريفي على الكتابة بوصفها عمليّة تشمل عدة مراحل وهي ما قبل الكتابة، كتابة النسخة الأولى والمراجعة والتحرير. كما يركز المقرر على تقديم مفاهيم واستراتيجيات البلاغة الأساسيّةُ، توليد وتنظيم الأفكار وتطوير كتابة الفقرة والمقالة، وتحسينٌ بنيةُ الجملة. كما يقُوم بمراجعة المواضيع الأخرى ذات العلاقة مثل استخدام علامات الترقيم وقواعد اللغة والإملاء والاستخدام اللغوي حسب الحاجة. سوف يتعلم الطلاب في هذا المقرر القراءة الناقدة عن طرِيّق دراستهم وتدرّبهم على عدة أنماط وأساليب من الكتابة.

Course objectives: **أهداف المقرر**

At the end of the course, students will be able to: Practice writing as a process that involves prewriting, drafting, revising, and editing	في نهاية هذا المقرّر، سيكون الطالب قادراً على أن: يمارس الكتابة على أنها عمليةٌ تشمل عدة مراحل: قبل الكتابة وكتابة النسخة الأولية والمراجعة والتحرير.
Use conventions and strategies of rhetoric and writing such as purpose, audience and context	يستخدم مفاهيم واستراتيجيّات البلاغة والكتابة الأساسيّة.
Use different modes of writing such as description, comparison and persuasion.	يستخدم أنماط الكتابة المتعددة، كالوصف والمقارنة والإقناع.
Develop the ability to write coherent and well-developed paragraphs and essays	يطوّر القدرة على كتابة فقرات ومقالات تتميّز بالاتساق والانتظام.

Learning outcomes (understanding, knowledge, and intellectual and scientific skills)
After studying this course, the student is expected to be able to:

Use rhetorical principles, conventions and strategies.	استخدام مبادئ ومفاهيم البلاغةُ الأساسيّةُ.

Practice writing as a process composed of various phases.	تطبيق الكتابة كعمليةٌ متكاملة تتكون من عدة مراحل.
Practice different modes of writing and their conventions.	ممارسة عدة أنماط من الكتابة ومعرفة خصائصها المميّزة.
Read, write and think logically and critically.	القراءة والتفكير المنطقي والناقد.

Textbook adopted and supporting references

Title of the book	Author's name	Publisher's name	Date of publication
The College Writer: A Guide to Thinking, Writing, and Researching	Randall VanderMey, et al.	Houghton Mifflin Company	2007

Form (H)
Short course description

Course title: Translation 1	Course number and code: English 219
Previous course requirement: None	Language of the course: English- Arabic
Course level: 4	Effective hours: 2

Course description   **وصف المقرر :**

This course prepares the female students for the translation of various types of texts from Arabic to English and vice versa. In the process, students are to be essentially trained (via examples) to recognize the major differences between English and Arabic syntax and semantics. In addition, the female students taking this course will be trained on the various forms a sentence-in-translation might take in the target language depending on the structure of a sentence in the source language. The majority of work will run in translation workshops through which students are to use their own different types of dictionaries; individual, peer, and group work sessions will be conducted alternatively in class.	يركز هذا المقرر على تهيئة الطالبات لترجمة أنماط متنوعة من النصوص من اللغة العربية إلى اللغة الإنجليزية وبالعكس. وأثناء هذه العملية، سيتم تدريب الطالبات بشكل مكثف (من خلال الأمثلة) على التمييز بين السمات اللغوية والدلالية الأساسية للجملة باللغة العربية والإنجليزية. كما سيتم تدريبهن على الأنماط المختلفة التي تأخذها الجملة في الترجمة في اللغة الهدف اعتمادا على تركيب الجملة في اللغة الأصل. وسيكون التركيز في الأغلب على ورش عمل ترجمة تستخدم الطالبات خلالها القواميس المتنوعة، ويتم عمل الطالبات بالتناوب بشكل فردي ومع نظراء لهم وضمن مجموعات عمل صغيرة.

Course objectives

         أهداف_المقرر

1. Teach the female students to distinguish between the syntactic and semantic elements of Arabic and English	1. تعليم الطالبات التفريق بين العناصر اللغوية والدلالية لكل من العربية والإنجليزية
2. Introduce female students to the concept of translation and its various related theories.	2. تعريف الطالبات بمفهوم الترجمة وما يتعلق بها من النظريات المختلفة
3. Enable the female students to translate texts from Arabic to English and vice versa.	3. تمكين الطالبات من الترجمة بدقة من الإنجليزية إلى العربية وبالعكس
4. Introduce female students to the translation of various types of texts, such as general, scientific, written, and literary translations	4. تعريف الطالبات بترجمة أنواع النصوص المختلفة مثل: النصوص العامة والعلمية والتحريرية والأدبية.

Learning outcomes (understanding, knowledge, and intellectual and scientific skills)
After studying this course, the student is expected to be able to:

1. Distinguish between the syntactic and semantic elements of both Arabic and English.	١. التفريق بين العناصر اللغوية والدلالية لكل من اللغتين العربية وإنجليزية.
2. Use dictionaries to translate texts from Arabic to English and vice versa;	2. استخدام القواميس لترجمة نصوص من اللغة العربية إلى الإنجليزية وبالعكس.
3. Deal with the various types of translation.	3. التعامل مع أنواع الترجمة المختلفة.
4. Recognize the various sentence structures and their uses and demonstrate the differences between English and Arabic.	4. التعرّف على تراكيب الجمل واستعمالها وتمييز الفروقات بين اللغتين العربية والانجليزية.
5. Translate texts from Arabic into English translation and vice versa, paying special attention to clarity and credibility.	5. الترجمة من اللغة العربية إلى الانجليزية والعكس مع التركيز على الوضوح والمصداقية.

Textbook adopted and supporting references

Title of the book	Author's name	Publisher's name	Date of publication
Al-Mawrid: A Modern Arabic-English Dictionary	Baalbaki, Rohi,	Dar al-'Ilm lil-Malayin	2001
Thinking about Translation: A Course in Translation Method: Arabic to English	Dickins, James, Sandor Hervey, et al.	Routledge	2002

Short Course Description

Course Title: Introduction to Applied Linguistics	**Course Number and Code:** ENG 222
Prerequisites: ENG 221	**Language of the Course:** English
Course Level: Fourth	**Effective Hours:** 3

Course Description

This course aims at introducing students to the field of Applied Linguistics and its major areas of research: pragmatics, discourse analysis, psycholinguistics, language acquisition, and sociolinguistics.

Course Objectives

1. Introduce students to the field of Applied linguistics and its subfields.
2. Inform students of current issues and research applications.
3. Provide hands-0n activities and application exercises.

Learning Outcomes (understanding, knowledge, and intellectual and scientific skills)

After studying the course, the student is expected to be able to:

1. Understand and explain the various basic notions of Pragmatics, Discourse analysis, Psycholinguistics: First and Second Language Acquisition, and Sociolinguistics
2. Understand the areas of research in applied linguistics, and the key issues and implications
3. Understand the implications of applied linguistics studies on pedagogy
4. Perform analyses of language samples, applying what they studied through hands-on activities and analysis of their native language

Textbook adopted and supporting references

Title	Author	Publisher	Year of publication
An introduction to Applied Linguistics	Norbert Schmitt	Hodder Education	2010
The study of language	George Yule	Cambridge	2006

رقم المقرر ورمزه: Eng. 223	اسم المقرر: الخطاب و النقاش الأكاديمي
لغة تدريس المقرر: English	المتطلب السابق للمقرر: 107 نجل
الساعات المعتمدة:2	مستوى المقرر: Level 4

Module Description	وصف المقرر :
Practice in the art of public speaking is provided, with an emphasis on debate. Students are trained to compete in tournaments. Most of the course focuses on debating major political and ethical matters. Students are trained in case-writing, rebuttals, cross-examination skills, analytical thinking, political and moral philosophy.	يتمحور هذا المقرر حول فن الخطابة و المناظرة الأكاديمية لتدريب الطلاب على المنافسة في بطولات للمناظرة مستقبلا. يركز المقرر علي تدريب الطلاب على مهارات كتابة الحجج المناسبة و تنفيد غيرها من خلال تعزيز مهارات التفكير التحليلي و الإطلاع على السياسية والأخلاقية المتعلقة بالقضايا المطروحة.

Module Aims	أهداف المقرر :
The main purpose of the course is to enable students to: - have better thinking skills. - be confident when expressing themselves in different situations and places. - engage audience by properly maintaining eye-contact. - use various tones to capture the audience attention whenever emphasis is needed. - enhance their fluency as speakers. - avoid distractions and be to the point. - learn how to be objective by looking at the different aspects of an issue.	الهدف الرئيس من هذه الدورة هو تمكين الطلاب من: - تحسين مهارات التفكير الناقد لديهم. - أن يكونوا على ثقة أكبر عند التعبير عن أنفسهم في أوضاع وأماكن مختلفة. - جذب انتباه الجمهور من خلال تحسين مهارات التواصل بالعين. - القدرة على استخدام نبرات صوتية مختلفة لجذب انتباه الجمهور كلما دعت الحاجة إلى تركيز أكبر. - تطوير قدرة الطلاب في التخاطب بطلاقة. - التركيز على الفكرة المطروحة. توخي الموضوعية وذلك بالتعامل مع الأوجه المختلفة للموضوع.

مخرجات التعليم: (الفهم والمعرفة والمهارات الذهنية والعملية)

يفترض بالطالب بعد دراسته لهذه المقرر أن يكون قادرا على:

Knowledge:	المعرفة:
- The ability to produce both formal and non-formal speeches. - The ability to discuss, negotiate and debate different topics. - The ability to give effective	- القدرة على إلقاء الخطاب الرسمي وغير الرسمي. - القدرة على المناقشة والتفاوض ومناقشة المواضيع المختلفة. - القدرة على تقديم عروض فعالة.

presentations.	
Cognitive Skills: - Summarize the available information and present them in a coherent way. - Debate and refute different points of views.	المهارات المعرفية: - تلخيص المعلومات المتاحة وتقديمها بطريقة مترابطة. - مناقشة وتفنيد مختلف وجهات النظر المختلفة.
Interpersonal Skills & Responsibility : - Students can complete and present the required topic in due time. - Students can participate in class discussion and think critically. - Students can act responsibly and ethically in carrying out individual as well as group projects. - Students have the necessary skills to communicate, listen, negotiate, and evaluate their strengths and weaknesses as members of a class	مهارات العلاقات الشخصية وتحمل المسؤولية: - استكمال وتقديم الموضوع المطلوب في الوقت المناسب. - المشاركة في المناقشة في الصف والتفكير النقدي. - التصرف على نحو مسؤول وأخلاقي في تنفيذ المشاريع الفردية و الجماعية. - الحصول على المهارات اللازمة للتواصل، والاستماع، والتفاوض و تقييم نقاط القوة و الضعف كمشاركين في الصف.
Communication, Information Technology, Numerical - Use electronic journals, internet, and data bases to collect information. - Use PowerPoint and laptop – projector systems.	مهارات الاتصال ومهارات تقنية المعلومات والمهارات العددية: - استخدام الدوريات الإلكترونية، والإنترنت، وقواعد البيانات لجمع المعلومات. - استخدام PowerPoint والكمبيوتر المحمول – وأنظمة العرض. - تقديم عرض تمثيلي لبعض اجزاء من عروضهم التقديمية عند الحاجة. - بشرح اي مادة استخدمت و متعلقة بالعرض.
Psychomotor - Students will act out and role play some parts of the presentation if necessary. - Students will demonstrate the use of anything that is related to the presentation.	المهارات النفس-حركية: - تقديم عرض تمثيلي لبعض اجزاء من عروضهم التقديمية عند الحاجة. بشرح اي مادة استخدمت و متعلقة بالعرض.

الكتاب المقرر والمراجع المساندة:

اسم الكتاب	اسم المؤلف	اسم الناشر	سنة النشر
The Art of Public Speaking. 8th Ed. Supplementary material provided by the instructors.	Stephen Lucas	McGraw-Hill	2004
1. The website that supports the above textbook: http://highered.mcgraw-hill.com/sites/007256296x/student_view0			

2. How to Speak: Lecture Tips from Patrick Winston
http://isites.harvard.edu/fs/html/icb.topic58703/winston1.html
3. How To Conquer Public Speaking Fear. By Morton C. Orman, M.D.
http://www.stresscure.com/jobstress/speak.html
4. How to Speak Clearly and Make Yourself Heard
http://chetday.com/speakclearly.htm
5. Speaking Clearly - Clear Speech
http://www.geocities.com/clrspch/index.html

List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc
Resources on the Web:
http://faculty.uccb.ns.ca/pmacintyre/apics/presentationtips.htm
http://www.washington.edu/doit/TeamN/present_tips.html
http://www.englishclub.com/speaking/presentations.htm
http://www.thoracicrad.org/assets/downloads/education/presentation.

Course title: Rhetoric and Writing	Course number and code: ENG 227
Previous course requirement: ENG 225	Language of the course: English
Course level: Forth Level/Second Year	Effective hours: 3

Course
description

وصف المقرر :

This is a follow- up course to ENG 214. It again emphasizes writing as a process that involves prewriting, drafting, revising, and editing. The course focuses on both reading critically and writing well. In each unit, students will be introduced to a variety of essays or excerpts from the works of professional writers. These will include autobiography, reflection, explanation, speculation about cause and effect, proposal to solve a problem, and argument for or against a position.	يُعدُّ هذا المقرر تكملة لمقرر نجل 214، حيث يؤكد المقرر مرة أخرى على الكتابة بوصفها عملية تنطوي على عمليات ما قبل الكتابة، والصياغة، والمراجعة، والتصحيح. ويركز المقرر على كلٍّ من القراءة النقدية والكتابة السليمة. وسيدرس الطلابَ في كل وحدة من وحدات المقرر مجموعة متنوعة من المقالات أو المقتطفات من أعمال الكتَّاب المحترفين، حيث تشمل السيرة الذاتية، والاستنتاج، والتفسير، والتكهنات حول السبب والنتيجة، والمقترحات لإيجاد الحلول للمشكلات، والنقاش لصالح أو ضد موقف.

Course objectives

أهداف المقرر:

1. Analyze and write about a variety of written texts	1. التحليل والكتابة عن مجموعة متنوعة من النصوص المكتوبة
2. Employ a variety of rhetorical/writing strategies	2. استخدام مجموعة متنوعة من الاستراتيجيات البلاغية / الكتابية
3. Examine and assess the effectiveness of a writer's choices in light of rhetorical conventions	3. دراسة وتقييم فعالية خيارات الكاتب في ضوء التقاليد البلاغية
4.Understand and use different modes of writing such as autobiography, explaining, and argumentation	4. فهم واستخدام أنماط مختلفة من الكتابة مثل السيرة الذاتية، والتفسير، والنقاش

Learning outcomes (understanding, knowledge, and intellectual and scientific skills)
After studying this course, the student is expected to be able to:

1. Read, write and think logically and critically	1. القراءة والكتابة والتفكير المنطقي والنقدي
2. Read for meaning and read like a writer 3. Think and write analytically	2. القراءة لاستخلاص المعنى والقراءة مثل الكاتب 3. التفكير والكتابة التحليلية

4. Evaluate written texts	٤. تقييم النصوص المكتوبة

Textbook adopted and supporting references

Title of the book	Author's name	Publisher's name	Date of publication
Reading Critically, Writing Well: A Reader and Guide	Axelrod, Rise, Charles Cooper, Alison Warriner	Bedford/St. Martin's	2007

Short Course Description

Course Title: English Morphology and Syntax	Course Number and Code: ENG 327
Prerequisites: ENG 221	Language of the Course: English
Course Level: Fifth	Effective Hours: 3

Course Description

The aim of this course is to provide the students with a general introduction to English morphology and syntax. It is designed to give the students a brief glimpse of the theory and practice of the structural grammar of the English language. A detailed analysis of English morphemes and word formation processes as well as the structure of English sentences and phrases will be treated.

Course Objectives

1. To provide students with a general introduction to English morphology and syntax
2. To expand students' knowledge with a detailed analysis of English morphemes and word formation processes as well as the structure of English phrases and sentences
3. To introduce students to a transformational theory on morphology and syntax
4. To understand the relationship between morphology and syntax

Learning Outcomes (understanding, knowledge, and intellectual and scientific skills)
After studying the course, the student is expected to be able to:

1. Explain the morphological structure of English morphology and syntax
2. Explain the morphological and syntactic theoretical structure of the natural human language
3. Understand how morphology and syntax interact in English and in other languages in general
4. Examine and test the linguistic ability allowing human beings to produce the morphological and the syntactic language

Textbook adopted and supporting references

Title	Author	Publisher	Year of publication
Introducing Morphology	Lieber, Rochelle	Cambridge University Press	2010
Introduction to English Syntax	Miller, Jim	Edinburgh University Press	2009

رقم المقرر ورمزه: 300 نجل	اسم المقرر: علم الدلالة والتداولية
لغة تدريس المقرر: اللغة الإنجليزية	المتطلب السابق للمقرر: لا يوجد
الساعات المعتمدة: 3	مستوى المقرر: الخامس

Module Description	وصف المقرر :
This course introduces students to formal semantics and pragmatics, two keys component of modern linguistics. This course sheds light on structural and interactional meaning in order to avoid any obstacle encountered by students after BA program when dealing with translation.	يعرف هذا المقرر الطلاب على الدلالية والتداولية كأحد أفرع اللغويات الحديثة. نظراً لأهمية هذا البرنامج في دراسة المعنى التركيبي والتفاعلى والتي ممكن من خلاله تفادي الصعوبات التي تواجه خريجي برنامج البكالوريوس في مجال الترجمة.

Module Aims	أهداف المقرر :
This course aims to introduce students to formal semantics and Pragmatics, two keys component of modern linguistics. This course is important to understand structural and interactional meaning in order to avoid any obstacle encountered by students after BA program when dealing with translation.	يهدف المقرر بشكل عام إلى تعريف الطلاب على الدلالية والتداولية كأحد أفرع اللغويات الحديثة نظراً لأهمية هذا البرنامج في دراسة المعنى التركيبي والتفاعلى والتي ممكن من خلاله تفادي الصعوبات التي تواجه خريجي برنامج البكالوريوس في مجال الترجمة.

مخرجات التعليم: (الفهم والمعرفة والمهارات الذهنية والعملية)

يفترض بالطالب بعد دراسته لهذه المقرر أن يكون قادرا على:

Recognize the concept of Semantics, Pragmatics and the differences between them.	التعرف على مفهوم علم الدلالة والتداولية وأظهار الفروقات بينهما.
Develop Students' skills with the use of technical tools for semantic analysis	تطوير مهارات الطلاب في إستخدام التقنيات المرتبطة بالتحليل الدلالي.
Develop Students' skills with the use of technical tools for pragmatic analysis	تطوير مهارات الطلاب في إستخدام التقنيات المرتبطة بالتحليل التداولي.

الكتاب المقرر والمراجع المساندة:

سنة النشر	اسم الناشر	اسم المؤلف	اسم الكتاب
1998	CSLI	Henriette de Swart	Introduction to Natural Language Semantics
2000	Routledge Language Workbooks	Howard Gregory	Semantics
2014	Oxford University Press	Yan Huang	Pragmatics
1990	Kluwer	B Partee, A ter Meulen and R Wall	Mathematical Methods in Linguistics
1997	CUP	J Allwood, L-G Andersson and O Dahl	Logic in Linguistics
1991	Volume 1 Chicago	L T F Gamut	Introduction to Logic
1981	Blackwell	J McCawley	Everything that Linguists have always wanted to know about Logic

Short Course Description

Course Title: Survey of British Literature	**Course Number and Code:** ENG 318
Prerequisites: ENG 216	**Language of the Course:** English
Course Level: Fifth	**Effective Hours:** 3

Course Description

This course provides a concise history of British literature from the age of Chaucer to the present day. It deals briefly with the earlier periods and more fully with the later landmark periods in the literature of Great Britain. It focuses on the prose, poetry, and drama of Great Britain within a chronological framework. Attention is focused upon the major writers of each period and genre, laying emphasis on the course of development and the leading characteristics throughout the history of British literature.

Course Objectives

The course seeks to:

1. Introduce students wide variety of British literary works from different periods and genres,
2. Encourage students to appreciate textual diversity and allow them to make connections between literary works that would, on the surface, seem unrelated,
3. Encourage the cultivation of analytical tools that students need to become well-rounded readers of British literature,
4. Widen the students' horizon of knowledge and experience by allowing them to explore how the 'other' thinks in different periods in the medium of literature
5. Explain to students the characteristic features of the various literary genres in various periods of British literature
6. Train students to analyze significant themes and aspects of particular individual works of English literature

Learning Outcomes (understanding, knowledge, and intellectual and scientific skills)

After studying the course, the student is expected to be able to:

1. Identify and explain the fundamental features of the genres of poetry, fiction, non-fiction, and drama
2. Define key literary terms/concepts and implement these in oral/written discussion as well as in literary interpretation
3. Analyze literature and explain how various components of literature work together to create meaning
4. Apply writing and revision as tools for understanding literature and its interpretation
5. Recognize and interpret relationships between British literature and its literary history and culture

Textbook adopted and supporting references

Title	Author	Publisher	Year of publication
English Literature (Barron's Az-101 Study Keys)	Griffith, Benjamin W.	Barron's Educational Series	1991
An Outline of English Literature	Thornley, G. C. and Roberts, Gwyneth	Longman	1984
An Outline of English Literature	Rogers, Pat (Ed.)	Oxford UP	1998
A Short History of English Literature	Barnard, Robert	Basil Blackwell	1984
English Literature	Burgess, Anthony	Longman	1958; reptd.1974

Short Course Description

Course Title: Language Acquisition	**Course Number and Code:** ENG 329
Prerequisites: ENG 222	**Language of the Course:** English
Course Level: Fifth	**Effective Hours:** 3

Course Description

This course introduces students to basic and different theories in second language acquisition.

Course Objectives

1. To familiarize students with basic theories in first language acquisition
2. To introduce students to different models and theories in language acquisition and language learning
3. To survey some of the most important factors affecting language acquisition and language learning

Learning Outcomes (understanding, knowledge, and intellectual and scientific skills)

After studying the course, the student is expected to be able to:

1. Explain linguistic and non-linguistic factors which influence second language learning and acquisition
2. Explain the main theories of second language acquisition
3. Compare and contrast the different theories of second language acquisition
4. Identify the linguistic characteristics of the different developmental phases of acquisition or learning a second language
5. Identify and illustrate characteristics of learner language
6. Discuss issues related to second language acquisition and present opposing arguments

Textbook adopted and supporting references

Title	Author	Publisher	Year of publication
How Languages are Learned, 3rd edition	Lightbown P.and N.Spada	Oxford university Press	2007

Short Course Description

Course Title: Literary Criticism	Course Number and Code: ENG 362
Prerequisites: ENG 216	Language of the Course: English
Course Level: Sixth	Effective Hours: 3

Course Description

Surveys the schools of criticism since the Greek, emphasizing their main co-ordinates (Audience, Author, Universe, Work). Historically leading figures and major orientations are articulated.

Course Objectives

1.	Introduces students to the major literary critics since the times of the Greeks
2.	Introduces students to the main literary vocabulary
3.	Familiarizes students with the various genres
4.	Familiarizes students with the main orientations such as idealism, realism, classicism, neoclassicism, and romanticism
5.	Attempts to relate ancient thought to the present developments
6.	Historical development and major shifts are traced

Learning Outcomes (understanding, knowledge, and intellectual and scientific skills)

After studying the course, the student is expected to be able to:

1.	Identify and explain the fundamental concepts pertinent to each literary theory
2.	Use concise critical vocabulary to describe critical orientations
3.	Identify the major critics and assign them to their respective theories
4.	Demonstrate awareness of the major differences between the main theories (the mimetic, the expressive, the pragmatic, and the objective)

Textbook adopted and supporting references

Title	Author	Publisher	Year of publication
Critical Theory Since Plato, 3rd edition	Hazard Adams, and Leroy Searle editors	Boston: Thomson Wadsworth	2005
The Mirror and the Lamp	M H Abrams	New York and London: Norton	1958
Theory of Literature, 3rd edition	Rene Wellek and Austin Warren	New York and London: Harcourt Brace	1942, rpt. 1977

Short Course Description

Course Title: Composing Research	**Course Number and Code:** ENG 414
Prerequisites: ENG 215	**Language of the Course:** English
Course Level: Level 7	**Effective Hours:** 3 hours

Course Description

The course aims to teach students how to apply the fundamentals of rhetoric to the research process. It teaches methods of research; the rhetorical nature of research; elements, strategies, and conventions common to research writing, including multi-modal presentations of new knowledge.

Course Objectives

1. The course aims to coach students through the process of writing research projects. This involves generating a research question, engaging in critical/analytical reading, developing an argument with evidence collected from both primary and secondary research, and documenting sources appropriately
2. It teaches students methods of research and how to align those methods with research questions
3. It exposes students to a variety of strategies to gather and organize information appropriate for the context and persuasive to the intended audience
4. It familiarizes students with the various research resources: library resources, web resources, and trains students on how to make optimal use of these resources

Learning Outcomes (understanding, knowledge, and intellectual and scientific skills)

After studying the course, the student is expected to be able to:

1. Apply the fundamentals of rhetoric to the research process and researched information
2. Identify, explain, and use the elements, strategies, and conventions common to research writing
3. Use multiple strategies to create and complete systematic research projects, individually and in collaboration with others. This includes generating research questions, developing a research plan, and effectively implementing and revising that plan as needed.
4. Identify appropriate research methods for particular research questions
5. Use a variety of strategies to gather and organize information appropriate for the context and persuasive to the intended audience
6. Use critical thinking in evaluation, speculation, analysis, and synthesis required to evolve and complete a research project
7. Apply rhetorical knowledge to develop an argument with evidence collected from both primary and secondary research
8. Use rhetorical principles to collect, analyze, and organize researched information in verbal and multi-modal ways
9. Use appropriate documentation of sources
10. Use format, syntax, punctuation, and spelling appropriate to various rhetorical

situations in a stylistically appropriate manner

Textbook adopted and supporting references

Title	Author	Publisher	Year of publication
Main Textbooks: a. *The Wadsworth Guide to Research* b. *The Bedford Researcher*	Miller-Cochran, Susan K. and Rochelle L. Rodrigo Palmquist, Mike	Wodsworth, Cengage Learning Bedford/ St. Martin's; Third Edition	009 2008
Supporting References: A. *The Everyday Writer*	Lunsford, Andrea	Bedford/St. Martin's; Fourth Edition	2008
B. *Elements of Argument: A Text and Reader*	Rotenberg, Annette and Donna Haisty Hinchell	Bedford/St. Martin's; 9th edition	2008

Form (H)
Short course description

Course title: Developments in Language Learning	Course number and code: ENG 301
Previous course requirement:	Language of the course: English
Course level: Level six	Effective hours: 3 hours

Course Description:

وصف المقرر:

| This course explores developments in communicative language teaching (CLT) where language learning encompasses multiple competences that include linguistics competence, sociolinguistic competence, discourse competence, and strategic competence. The course explores approaches to the application of CLT in language classrooms utilizing computer assisted language learning (CALL) techniques in learning and teaching. While this course is not a dedicated CALL course, it provides students with hands on training on CALL techniques that can be easily utilized for the learning and teaching of English to speakers of other languages. Students explore communicative activities addressing all language skills and integrate technology to facilitate electronic and online activities that support face to face interaction. | يتطرق هذا المقرر إلى التطورات في تعليم اللغة بالطريقة الاتصالية والتي تشتمل فيها اللغة على كفايات متعددة؛ كفاية اللغة على مستوى التراكيب والمفردات والصوت والصواتة، الكفاية الثقافية الاجتماعية، كفاية الحوار، وكفاية الاستراتيجيات. كما يستعرض المقرر طرق وتطبيقات تعليم اللغة بالطريقة الاتصالية داخل القاعات الدراسية بالاستعانة بالحاسب في تعليم اللغة. يوفر المقرر تدريباً عملياً على استخدامات الحاسب في تعليم اللغة. يقوم الطلاب باستعراض الأنشطة اللغوية التفاعلية ودمج التقنية لتوفير فرص لغوية تفاعلية. |

Course Objectives:

أهداف المقرر:

By the end of this course, students will be able to demonstrate knowledge of the following:	عند الانتهاء من دراسة المقرر سيتمكن الطالب من معرفة وإدراك وتطبيق المهارات التالية:
Understand Communicative Competence: Theoretical assumptions and components.	فهم القدرة الاتصالية: الأساس النظري والمكونات.
Current trends in CLT.	الاتجاهات الحديثة في تعليم اللغة بالطريقة الاتصالية.
Process-based CLT approaches: Content-based and Task-based instruction.	طرق تعليم اللغة بالطريقة الاتصالية المبينة على المنتج: التدريس المبني على النصوص والتدريس المبني على الكفاية اللغوية.

Product-based CLT approaches: Text-based and Competency-based instruction.	طرق تعليم اللغة بالطريقة الاتصالية المبنية على الكيفية: التدريس المبني على الأنشطة والتدريس المبني على المحتوى.
Knowledge of Computer Assisted Language Learning (CALL) and its applications:	معرفة تعليم اللغة باستخدام الحاسب وتقنية المعلومات.

Learning outcomes (understanding, knowledge, and intellectual and scientific skills)

After studying this course, the student is expected to be able to:

Define communicative competence and recall its components for language learning and teaching.	تعريف القدرة الاتصالية وتذكر مكوناتها للتعليم والتعلم.
Describe communicative language teaching.	وصف تعليم اللغة بالطريقة الاتصالية.
Recognize and reproduce meaningful activities for language learning and teaching.	التعرف على أنواع مختلفة من الأنشطة التفاعلية سواء كانت تقليدية أو افتراضية.
Describe computer assisted language learning.	استراتيجية التعليم (التدريس المطلوب استخدامها لتطوير تلك المعرفة.
Recognize language learning software options.	النقاشات الأكاديمية داخل القاعة بعد قراءة المحتوى المطلوب.
Develop skills to create a communicative language classroom.	التدريب العملي على أنواع الأنشطة اللغوية التفاعلية.
	تعريف أنواع الاختبارات ومعرفة استخداماتها طرق تقييم المعرفة المكتسبة.
	النقد للنصوص المقررة.
	إعادة تصميم الأنشطة التفاعلية.
Appraise language learning software and other relevant CALL applications.	القدرة على دمج التقنية واستثمارها لخلق بيئات تفاعلية.

Textbook adopted and supporting references

Title of the book	Author's name	Publisher's name	Date of publication
Communicative Language teaching today	Richard, J.	Cambridge University Press	2006
Some misconceptions about communicative language	Thompson, G.	ELT Journal	1996

teaching			
Introduction to Computer Assisted Language Learning (CALL)	Davies G., Walker R., Rendall H. & Hewer S.	Thames Valley University	2012
	https://www.liverpool.ac.uk/~geoff9/eltjpap.html		
	https://www.englishclub.com		
	https://quizlet.com		
	http://www.studystack.com		
	http://www.memrise.com/home		

Short Course Description

Course Title: Language and Society	Course Number and Code: ENG 307
Prerequisites: ENG 222	Language of the Course: English
Course Level: Fifth	Effective Hours: 3

Course Description

This course examines the relationship between language and society with a focus on topics such as language variation, multilinguism, code-switching, language attitudes, diglossia, language planning and policy. Examples will be drawn from different languages and cultures with a special focus on English.

Course Objectives
The course aims to:

1. Examine relationship between language and society
2. Explain the basic terms relevant to the branch of sociolinguistics: code-switching, diaglossia, registers, dialects, pidgins and creoles
3. Introduce the basic issues within the field: language change, language maintenance, language attitudes, language policy etc.
4. Explore the phenomenon of language variability in relation to different social factors such as social class, gender, age and ethnicity
5. To train students to explain everyday communicative situations utilizing sociolinguistic concepts

Learning Outcomes (understanding, knowledge, and intellectual and scientific skills)

After studying the course, the student is expected to be:

1.	Define the basic terms relevant to the branch of sociolinguistics: code-switching, diaglossia, registers, dialects, pidgins and creoles
2.	Discuss the basic issues within the field: language change, language maintenance, language attitudes, language policy etc.
3.	Explain the phenomenon of language variability in relation to different social factors such as social class, gender, age and ethnicity
4.	Apply the topics studied to explain everyday communicative situations

Textbook adopted and supporting references

Title	Author	Publisher	Year of publication
An Introduction to Sociolinguistics, 3ʳᵈ Edition.	Holmes, Janet	Pearson Education Limited	2008
Sociolinguistics: The Study of Speakers' Choices	Coulmas, Florian	Cambridge University Press	2005
An Introduction to Sociolinguistics, 5ᵗʰ Edition	Wardhaugh, Ronald	Blackwell Publishers Ltd	2006

Sociolinguistics: An Introduction to Language and Society, 4th Edition.	Trudgill, Peter	Penguin Books	2000
Language in Society: An Introduction to Sociolinguistics, 2nd Edition	Romaine, Suzanne	Oxford University Press	2000

Course Title: Phonetics and Phonology	**Course Number and Code:** ENG 322
Prerequisites: ENG 221	**Language of the Course:** English
Course Level: Sixth	**Effective Hours:** 3

Course Description

This is an introductory course to the study of speech sounds. It explores the fields of phonetics and phonology. It starts with a look at the human vocal tract and its work mechanism. Students then learn to describe and classify speech sounds based on their place and manner of articulation and voicing. After that students are trained on transcribing words and sentences using IPA. Students are then introduced to phoneme theory. They explore the relationship between phonemes and allophones as well as types of distribution. The course looks at distinctive features and trains students to use them to describe speech sounds and to group them into natural classes. Students are also introduced to the form and operation of phonological rules. Operations such as assimilation, deletion, and insertion are looked at as prime examples of phonological rules. Students are trained to solve basic phonological problems.

Course Objectives

1.	To introduce students to the different parts of the human vocal tract and to explain how they work
2.	To familiarize students with the phonetic classification of speech sounds along the dimensions of place of articulation, manner of articulation, and glottal status
3.	To train students on transcribing words using the IPA
4.	To introduce syllable structure suprasegmental elements (stress and intonation) and their linguistic and communicative uses
5.	To introduce distinctive features and their classificatory function
6.	To introduce phoneme theory and different types of sound alternation and variation
7.	To explain the form and operation of phonological rules and constraints

Learning Outcomes (understanding, knowledge, and intellectual and scientific skills)

After studying the course, the student is expected to be able to:

1.	Identify the different parts of the human vocal tract and explain how they work
2.	Describe and classify linguistic sounds along the dimensions of place of articulation, manner of articulation, glottal status, and air stream mechanism
3.	Transcribe (broadly and narrowly) English words using the IPA
4.	Describe syllable structure
5.	Describe supra-segmental elements (stress and intonation) and their linguistic and communicative uses
6.	Explain distinctive features and their use them to classify speech sounds into natural classes
7.	Explain phoneme theory and different types of sound alternation and variation
8.	Show understanding of the form and operation of phonological rules and

constraints	
9. Solve basic phonological problems	

Textbook adopted and supporting references

Title	Author	Publisher	Year of publication
A Course in Phonetics	Peter Ladefoged & Keith Johnson	Wadsworth	2010
Introductory Phonology	Bruce Hayes	Wiley-Blackwell	2008

Form (H)
Short course description

Course title: Shakespeare	Course number and code: ENG 343
Previous course requirement: ENG 318	Language of the course: English
Course level: 6	Effective hours: 2

Course description   **وصف المقرّر:**

This course introduces students to the most famous playwright in English Literature: William Shakespeare. Through the study of at least one comedy and one tragedy, the salient features of Shakespeare's dramaturgy will be introduced. Working from the texts, Elizabethan thought and dramatic practice will naturally be considered.	يقدم هذا المقرّر الطلاب إلى الكاتب المسرحي الأكثر شهرة في الأدب الإنجليزي: وليم شكسبير. من خلال دراسة ما لا يقل عن كوميديا واحدة ومأساة واحدة، سيتم عرض السمات البارزة لمساهمات شكسبير في المسرح والشعر الإنجليزي. وانطلاقا من النصوص سيتم دراسة ايضا الفكر والممارسة المسرحية في العصر الإليزابيثي.

Course objectives   **أهداف المقرر**

1. Introduce Shakespeare's individual plays	1. التعريف بمسرحيات شكسبير
2. Shed the light on the characteristics of drama as a literary genre as well as a theatrical event	2. تسليط الضوء على خصائص المسرح كنوع ادبي وكحدث مسرحي
3. Introduce Elizabethan concepts and the age of the Renaissance	3. تقديم مفاهيم العصر الإليزابيثي وعصر النهضة
4. Train students to analyze the language, techniques, characters and themes of a Shakespearean comedy and tragedy	4. تدريب الطلاب على تحليل اللغة والاساليب والشخصيات ومواضيع مسرحيات شكسبير الكوميدية والتراجيدية
5. Deliver oral presentations about the age, the playwright, or the genre	5. تقديم عروض شفهية عن العصر او الكاتب او النوع الادبي

Learning outcomes (understanding, knowledge, and intellectual and scientific skills)
After studying this course, the student is expected to be able to:

Define dramatic literary terms, such as "play," "tragedy," "conflict."	يعرّف مصطلحات أدبية درامية مثل "مسرحية"، "مأساة"، "ملهاة"، "صراع" ...ألخ.

Identify the titles of Shakespeare's plays and their characters.	يذكر عناوين مسرحيات شكسبير وأسماء الشخصيات في كل منها
Read and explain vocabulary and expressions used by Shakespeare in his plays.	يقرأ ويفسّر مفردات وتعابير يستخدمها شكسبير في مسرحياته
Identify the titles of Shakespeare's plays and their characters.	يعدّد السمات الرئيسة لعصر النهضة في بريطانيا
Identify and discuss the most important issues raised in each play..	يحدّد أهم المواضيع المطروقة في كل مسرحية ويناقشها
Analyze and discuss the major characters and critically analyze their motives	يحلل شخصيات رئيسة وينقد دوافعها
Analyze Shakespeare's literary language and his choice of terms and expressions in his plays.	يحلل اللغة الأدبية وانتقاء شكسبير للمفردات والتعابير في كل مسرحية

Textbook adopted and supporting references

Title of the book	Author's name	Publisher's name	Date of publication
The Norton Shakespeare: Based on the Oxford Edition	S. Greenblatt, W. Cohen, J. Howard, and K. Maus, Eds.	W. W. Norton & Company	2008
The Elizabethan Stage	Chambers, E.K.	Nabu Press	2010
The Psychology of Shakespeare	Clark, Cumberland.	Whiley Online Library	2007

Short Course Description

Course Title: Survey of American Literature	Course Number and Code: ENG 374
Prerequisites: ENG 216	Language of the Course: English
Course Level: Sixth	Effective Hours: 3

Course Description

A survey of American Literature from 1620 to the present. The course starts with readings from Native American Literature. Emphasis will be on the major American writers, the canon. In addition a novel is studied along with samples of the writings of the major writers.

Course Objectives

1. Introduce students to major American literary works
2. Introduce students to the intellectual and social issues relevant to an understanding of American Literature
3. Expand students' understanding of the characteristics of American poetry, novels, plays, as well as essays
4. Improve students' writing abilities

Learning Outcomes (understanding, knowledge, and intellectual and scientific skills)

After studying the course, the student is expected to be able to:

1. Identify the major figures and major works of American Literature
2. Identify and explain the defining characteristics of American literary works
3. Provide meaningful analyses of the literary works discussed
4. Demonstrate awareness of the major tendencies of American culture and literature
5. Demonstrate understanding of the intellectual and social contexts of the literary works

Textbook adopted and supporting references

Title	Author	Publisher	Year of publication
American Literature, Volume I	William E. Cain	Penguin Academic Series	2004

Short Course Description

Course Title: World Literature	Course Number and Code: ENG 381
Prerequisites: ENG 216	Language of the Course: English
Course Level: Sixth	Effective Hours: 3

Course Description

The course will introduce the student to literature in English from around the world. Works of fiction from Asia, Africa, Eastern Europe and Latin America will be explored. The chosen texts will give the student a wider cultural horizon and a better understanding of "other" cultures and literatures and thus foster a basis for intercultural dialogue

Course Objectives

1.	To identify authors, titles and genres from the works studied.
2.	To identify the relationship between socio-cultural context and literary output.
3.	To describe in some detail and discuss perceptively literary, historic and cultural periods, movements, philosophies, or techniques as covered in the readings and lectures.
4.	To encourage critical thinking in relation to the works discussed.

Learning Outcomes (understanding, knowledge, and intellectual and scientific skills)

After studying the course, the student is expected to be able to:

1.	Recognize key features from different literatures from around the world.
2.	Think about and analyze works in relation to their contexts.
3.	Write about these works from within their respective contextual frameworks.
4.	Note and explain the differences between these works.
5.	Recognize key features from different literatures from around the world.
6.	Demonstrate critical thinking in relation to the works discussed.

Textbook adopted and supporting references

Title	Author	Publisher	Year of publication
Shipwrecks	Akira Yoshimura	Mariner Books	2000
Death and the Dervish (Writings from an Unbound Europe)	Mesa Selimovic	Northwestern University Press	1996
My Name Is Red	Orhan Pamuk	Vintage	2002
Notes from Underground	Fyodor Dostoevsky	Forgotten Books	2008 ed. (Original publication date of

			English translation: 1864)
Ambiguous Adventure (African Writers Series, 119	Cheikh Hamidou Kane	Heinemann	1972
No one writes to the colonel: and other stories	Gabriel García Márquez	Perennial Classics	2005

Course title: Language Assessment	Course number and code: Eng. 400
Previous course requirement:	Language of the course: English
Course level: Level 7	Effective hours: 2 hours

Course description

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وصف المقرر

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Principles of language testing & assessment are presented in this course. The goals & rationale for different types of testing are surveyed. In addition, experience provided in developing & assessing classroom test materials. A number of current methods for classroom/standardized language testing and evaluation are reviewed.	يقدم مبادئ اختبار اللغة والتقييم أهداف ومبررات أنواع مختلفة من الاختبار خضعت للخبرة والدراسات المسحية والتقييم من أجل تطوير مواد الاختبار في الفصول الدراسية. وكذلك استعراض عدد من الأساليب المعاصرة في الفصول الدراسية /اختبارات لغوية معيارية بالإضافة للتقييم.

Course objectives

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أهداف المقرر

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This course provides students with an introduction to language evaluation through exploring the principles of testing and their applications. The overarching purpose of the course is that students receive hands on training to construct test items that accurately measure what they are supposed to measure. To achieve this goal, the course introduces students to kinds of tests such as proficiency, achievement, diagnostic, placement, norm and criterion-referenced tests; among others. Special emphasis is given to understanding test validity and reliability. The course then ventures to test different language skills and concludes with test administration.	يقدم هذا المساق مدخلا لتقييم اللغة من خلال استكشاف مبادئ الإختبارات وتطبيقاتها. والغرض الرئيسي من هذا المقرر أن يحصل الطلاب على التدريب لبناء عناصر الاختبار التي تقيس بدقة ما يفترض لقياسه. ولتحقيق هذا الهدف فإن المساق يعرض للطلبة أنواع الاختبارات مثل اختبارات الكفاءة والإنجاز، التشخيص والتعيين والاختبارات المعيارية أيضا. ويولى اهتمام خاص لفهم صلاحية وموثوقية الاختبار. وبطبيعة الحال يصمم الاختبار لقياس المهارات اللغوية المختلفة بالإضافة إلى إدارته.

Learning outcomes (understanding, knowledge, and intellectual and scientific skills)

After studying this course, the student is expected to be able to:

Assessment Methods and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning, assessment, and teaching.	طرق التقييم، واستراتيجية التدريس تعملان معا وبمحاذاة بعضهما البعض بل يدمجان معا كوحدة واحدة متماسكة ذات النسق الواحد. اتفاق ثابت بين علم الطلاب والتقييم والتدريس.

Recognize different test types and their applications Outline the difference between different types of test validity and test reliability	معرفة انواع مختلفة من الإختبارت وطرق تطبيقها بيان اوجه الإختلاف بين انواع مختلفة من ثبات الإختبار ومدى ملاءمته
Cognitive Skills:Design different test types that are related to classroom language teaching	المهارات المعرفية: تصميم مختلف أنواع الاختبار التي ترتبط بتعليم اللغة في الفصول الدراسية
Interpersonal Skills & Responsibility: Evaluate tests produced by peers Deliver assignments and projects on time	مهارات التعامل مع الآخرين والمسئولية: تقييم الاختبارات التي تنتجها الأقران تقديم المهام والمشاريع في الوقت المحدد

Textbook adopted and supporting references

الكتاب المقرر والمراجع المساندة:

Title of the book	Author's name	Publisher's name	Date of publication
Testing for language teachers (2nd Ed.).	Hughes, A.	Cambridge : Cambridge University Press.	2010
http://www.languagetesting.info/			
List Recommended Textbooks and Reference Material (Journals, Reports, etc)			
List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)			

Course title: Translation 2	Course number and code: English 434
Previous course requirement: Translation 1- (Eng. 219)	Language of the course: English - Arabic
Course level: 7	Effective hours: 2

Course description   **وصف المقرر :**

This course is designed to help students become more skilled in translating texts from Arabic into English while emphasizing on clarity, accuracy, and faithfulness to the original text. Students will be trained on translating texts from different fields of study including education, business administration and medicine into English. Students will also be encouraged to work on real-world translation tasks in order to enhance their abilities for future career opportunities in the field of translation.	يُعدُّ هذا المقرر تكملة لمقرر ترجمة 1، حيث تم تصميمه لمساعدة الطلاب على اكتساب مهارة أكبر في ترجمة النصوص من اللغة العربية إلى اللغة الإنجليزية مع التركيز على الوضوح، والدقة، والأمانة في عملية نقل النص الأصلي. وسيتم تدريب الطلاب على ترجمة النصوص من مختلف مجالات الدراسة بما في ذلك التعليم، وإدارة الأعمال، والطب إلى اللغة الإنكليزية. كما سيتم تشجيع الطلاب على التدرّب على مهام الترجمة في العالم الحقيقي من أجل تعزيز قدراتهم في الحصول على فرص العمل المختلفة في مجال الترجمة في المستقبل.

Course objectives

أهداف المقرر

1. Equipping students with the skill of translation from Arabic into English with more emphasis on clarity, accuracy and faithfulness.	١. اكساب الطلبة مهارة الترجمة من اللغة العربية إلى الانجليزية والعكس مع التركيز على الوضوح والدقة والأمانة في النقل.
2. Explaining collocations and how they contribute to the naturalness of the target text.	٢ـ شرح مفهوم المتلازمات اللفظية ودورها في سلاسة اللغة الهدف.
3. Exposing students to real-world translation tasks with more focus on texts in the fields of education and business administration.	٣ـ اكساب الطلاب مهارات الترجمة المتعلقة بالحياة اليومية من خلال التركيز على النصوص في مجالات التعليم وإدارة الأعمال.

Learning outcomes (understanding, knowledge, and intellectual and scientific skills)
After studying this course, the student is expected to be able to:

1.Translating Arabic texts into English with more emphasis on clarity, accuracy,	١. ترجمة النصوص من اللغة العربية إلى الإنجليزية مع التركيز على الوضوح والدقة في الإتقان والأمانة

and faithfulness.	في النقل.
2.Understanding collocations and how they contribute to the naturalness of the target text.	2. فهم المتلازمات اللفظية وإدراك دورها في تشكيل طبيعة اللغة الهدف.
3.Working on real-world translation tasks with more focus on texts in the fields of education and business administration.	3. ترجمة النصوص باستخدام المهارات المتعلقة بالحياة اليومية من خلال التركيز على النصوص التعليمية وإدارة الأعمال.

Textbook adopted and supporting references

Title of the book	Author's name	Publisher's name	Date of publication
Thinking about Translation: A Course in Translation Method: Arabic to English	Dickins, James, Sandor Hervey, et al.	Routledge	2002
المورد: قاموس عربي-إنجليزي	روحي البعلبكي	دار العلم للملايين	2001
In other Words: A Coursebook on Translation.	Baker, M	Routledge	2011
Meaning-Based Translation: A Guide to Cross-Language Equivalence,	Larson, Mildred L.	University Press of America	1998