



**جامعة أفريقيا
للعلوم الإنسانية والتطبيقية**
Africa University of Humanities & Applied Sciences

دليل قسم اللغة الإنجليزية

بجامعة أفريقيا للعلوم الإنسانية والتطبيقية

2025

الآية القرآنية

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

"يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ"

صدق الله العظيم

سورة المجادلة الآية (11)

الجهة التي قامت بتحديث الدليل

وفقاً... للتكليف الصادر من إدارة الشؤون العلمية بتكليف لجنة من المختصين وأعضاء هيئة التدريس، لغرض التحديث والاشراف والمراجعة لدليل القسم بحيث تكونت من:

| ر.م | الاسم | الصفة |
|-----|--------------------------|--------------------------------|
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| 3. | أ. عبدالمنعم حسن الكوربو | عضو اللجنة العلمية بالقسم |

كلمة رئيس القسم

أهلاً ومرحباً بكم طلابنا الأعزاء بقسم اللغة الإنجليزية وبرنامج التعليمي الذي تم تصميمه وفق المرجعيات الوطنية والدولية بما يتلاءم وتطبيق معايير ضمان جودة التعليم بجميع جوانبه التعليمية والبحثية من أجل اعداد خريجين مهنيين قادرين على تلبية احتياجات سوق العمل محلياً ودولياً .

يسشارك في التدريس المنهجي بالبرنامج نخبة مختارة من أعضاء هيئة التدريس المتميزين كلا حسب تخصصه ، ونعتمد على استخدام التقنيات الحديثة والذكية في دراسة اللغة الانجليزية وتطبيق طرق التعليم الدولية الحديثة واساليب التعلم الذاتي والتفاعلي والتعاوني من اجل اكساب الطالب المهارات العملية والالتزام بأخلاقيات المهنة وتنمية روح العمل كفريق جماعي.

ندعو الله السميع العليم التوفيق لجميع الطلاب وأعضاء هيئة التدريس بالقسم ونحثهم على قيمنا وهي الأمانة والإخلاص والشفافية والتميز والمرونة في العمل

تمنى لكم كل التوفيق

وَاللَّهُ سَمِيعٌ عَلِيمٌ ۝ وَاللَّهُ يَخْلُقُ مَا يَشَاءُ ۖ وَاللَّهُ يَخْتَارُ ۝

رئيس القسم

مصطلحات الدليل

الجامعة: مؤسسة علمية تعنى بالتعليم العالي والبحث العلمي وخدمة المجتمع والبيئة، تتمتع بشخصية اعتبارية وذمة مالية مستقلة، وتمنح شهادات الإجازة المتخصصة (البكالوريوس، أو الليسانس)، والإجازة العالية (الماجستير)، والإجازة الدقيقة (الدكتوراه)، من خلال الكليات والأقسام المختلفة بها.

القسم: وحدة علمية أساسية من وحدات الكلية في البناء الجامعي والتعليم العالي، متخصصة في حقل من حقول المعرفة، تتولى مهمة إعداد وتنظيم وتنفيذ البرامج التعليمية والبحثية.

الشعبة: وحدة علمية من وحدات القسم المتخصصة تتولى مهمة إعداد وتنظيم البرامج التعليمية والبحثية.

عضو هيئة التدريس القار: الذي يخصص جُلَّ وقته للعمل في مؤسسة من مؤسسات التعليم العالي.

عضو هيئة التدريس غير القار: الذي يخصص جزءاً من وقته للعمل في مؤسسة من مؤسسات التعليم العالي.

الكوادر المساندة: المعيدون والفنيون.

طالب مؤسسة التعليم العالي: المسجل لنيل درجة علمية وفقاً للوائح والنظم المعمول بها في مؤسسة من مؤسسات التعليم العالي.

إدارة البرنامج: الجهة المسؤولة (الكلية أو القسم أو الشعبة) عن تنفيذ البرنامج الدراسي المنتظم الذي يؤدي إلى مخرجات تعليمية (جامعية أو دراسات عليا).

المرشد الأكاديمي: الأستاذ المكلف بالإشراف على متابعة إنجاز الطلاب في البرنامج العلمي الذي يدرسونه، ومقدار تقدمهم فيه.

الأستاذ المشرف: المكلف بالإشراف على رسالة أو أطروحة.

الممتحن: الأستاذ المكلف ضمن لجنة القيام بامتحان طالب جامعي، أو مناقشة رسالة أو أطروحة طالب دراسات عليا.

التخصص الأكاديمي: برنامج أو مجموعة برامج أكاديمية.

البرنامج الأكاديمي: مجموعة من الأنشطة العلمية النظرية والعملية، تدرس للحصول على درجة علمية تخصصية.

النتائج التعليمية المستهدفة: مجموعة من المعارف والفهم والمهارات تستهدفها المؤسسة التعليمية من وراء برامجها المرتبطة برسالتها وأهدافها.

المقرر الدراسي: محتوى علمي يصاغ على صورة مجموعة من المفردات المحددة تدرس طيلة الفصل الدراسي، أو الوحدة التعليمية أو السنة الدراسية.

المنهج: المكون المعرفي والمهاري والوجداني المطلوب لتحقيق المخرجات التعليمية المستهدفة (مفردات المقرر).

عمليتا التعليم والتعلم: مجموعتان من الأساليب التي يستخدمها أعضاء هيئة التدريس والطلبة لتحقيق النتائج التعليمية المستهدفة للمقرر.

أطراف العملية التعليمية: أعضاء هيئة التدريس، والكوادر المساندة والطلبة والموظفون، وكل من له صلة بالعملية التعليمية.

المستفيدون: مجموعة لديها اهتمام بالأنشطة التعليمية التي تقدمها المؤسسة من حيث فعالية النظم والعمليات الموضوعية لضمان جودة المخرجات التعليمية، ويرتبط تحديد مجموعة المستفيدين برسالة وأهداف المؤسسة والبرامج والأنشطة التي تقدمها، ومن أمثلة المستفيدين: الطلبة وأعضاء هيئة التدريس وأولياء الأمور ومؤسسات المجتمع المحلي... الخ.

محتويات الدليل

| الصفحة | البيان | ر.م |
|--------|--|-----|
| 1 | الآية القرآنية | أ |
| 2 | الجهة التي قامت بإعداد الدليل | ب |
| 3 | كلمة رئيس القسم | ج |
| 4 | مصطلحات الدليل | د |
| 6 | محتويات الدليل | هـ |
| 7 | المقدمة | 1 |
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المقدمة

عزيزي الطالب لأنك أنت الهدف الذي تسعى جامعة أفريقيا للعلوم الإنسانية والتطبيقية من خلال قسم اللغة الإنجليزية إلى تعليمه وتطويره، يسرنا أن نضع بين يدي طلابنا الأعزاء هذا الدليل الخاص بقسم اللغة الإنجليزية والذي يوضح للطلبة الراغبين في دراسة هذا التخصص، لمعرفة المفردات العلمية لهذا البرنامج الذي يختص بتدريس المواد الأساسية والتخصصية، لكي تسير في مسيرتك العلمية وفق خطوات واضحة وثابتة، ونفيدكم بتوفير المناخ الأكاديمي وإنماء روح التعاون داخل هذا الصرح العلمي.

ونشكركم على اختياركم لدراسة هذا التخصص بجامعةكم ونتمنى لكم التوفيق.

نبذة عن القسم

تم إنشاء قسم اللغة الانجليزية بموجب قرار السيد رئيس الجامعة رقم (4) لسنة 2003 م، ويقدم القسم خدمات تعليمية وأكاديمية وبحثية متميزة للطلاب تواكب معايير الجودة مما يساهم في إعداد العناصر الجيدة والمتميزة في مجال اللغة الانجليزية بعدد (50) مقرر دراسي وبواقع (134) وحدة دراسية.

ويتبع القسم نظام فصلي متكون من ثمان فصول دراسية، يتحصل فيها الطالب على الدرجة العلمية الليسانس بعد دراسة المناهج المدرجة وفقاً للخطة الدراسية المعتمدة، كما يقدم القسم خدمة رائدة من خلال العمل على توفير الكوادر المؤهلة في مجالات اللغة وآدابها وفنونها المختلفة، وقد بدأ القسم بعدد محدود من الطلبة، وبحمد الله تعالى أصبح اليوم من الأقسام البارزة بالجامعة.

الرؤية والرسالة والاهداف والقيم

الرؤية

تحقيق التميز العلمي والبحثي في مجال اللغة الانجليزية.

الرسالة

تقديم تعليم أكاديمي ومهني متميز في اللغة الإنجليزية، يركز على تطوير مهارات الاتصال والبحث العلمي والترجمة، لتمكين الخريجين من تقديم خدمات متميزة تلبي احتياجات المجتمع وتدعم البيئة المحيطة .

الأهداف

1. تزويد الطلاب بالمهارات الأكاديمية والمهنية اللازمة للمنافسة بفاعلية في سوق العمل المحلي والدولي.

2. تشجيع الطلاب وأعضاء هيئة التدريس على الانخراط في البحث العلمي التخصص، وتنمية مهاراتهم في إنتاج أبحاث ومقالات علمية باستخدام اللغة الإنجليزية.

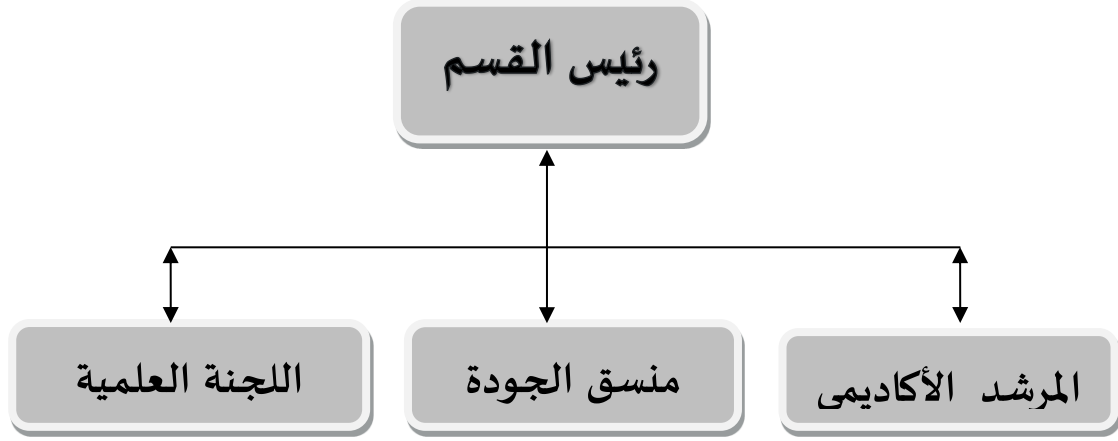
3. تشجيع الطلاب وأعضاء هيئة التدريس على استخدام مهاراتهم في اللغة الإنجليزية للمساهمة في حل المشكلات المجتمعية والبيئية.

القيم

الأمانة، الإخلاص، المصداقية، الشفافية، التميز، التحفيز، الرونة، العمل بروح الفريق.

الهيكل التنظيمي للقسم

يتألف قسم اللغة الانجليزية من ثلاثة ركائز تدير القسم بنظام الإدارة الفنية وذلك على النحو التالي:



مهام رئيس القسم

- تنظيم شؤون القسم ، وتوزيع المحاضرات والدروس والأعباء على القائمين بالتدريس .
- وضع الخطط والبرامج التي من شأنها تطوير الأداء الأكاديمي بالقسم بالتنسيق والتعاون مع إدارة الشؤون العلمية وبما يتلاءم مع متطلبات ضمان الجودة والتحسين المستمر .
- الإشراف على وضع الخطط الدراسية للبرامج المختلفة، وتقييمها وتطويرها متى دعت الحاجة إلى ذلك.
- الإشراف على إعداد دليل للمقررات الدراسية الذي يوضح محتويات الخطط الدراسية وتوصيف مقرراتها.
- متابعة سير العملية التعليمية بالقسم خلال الفصل الدراسي .
- عقد لقاءات دورية مع الطلبة للوقوف على العوقات التي تواجههم ، ووضع الحلول الملائمة لها .
- المشاركة بفاعلية في أنشطة الجامعة، وفي اجتماعات إدارة الشؤون العلمية.
- إعداد التقارير الدورية عن نشاطات القسم وسير العمل به.
- التعامل مع القضايا والمشاكل الأكاديمية، وإيجاد الحلول الملائمة لها.
- تشجيع أعضاء هيئة التدريس على عمل البحوث ونشرها، والمشاركة في المؤتمرات والندوات .
- تحديد احتياجات القسم من أعضاء هيئة التدريس، والعمل على توفير أفضل الإمكانيات المتوفرة.
- توجيه وإرشاد أعضاء هيئة التدريس الجدد، والمساعدة في تذليل العقبات التي تواجههم وتقييم أدائهم العلمي.
- دراسة احتياجات القسم من كتب ومجلات ودراسات ووسائل تعليمية والعمل على توفيرها .
- تأدية ما يسند من أعمال مماثلة .

مهام المرشد الأكاديمي

- متابعة الملف العلمي للطالب، ويتم فيه حفظ نسخ من نتائجه الدراسية المتضمنة لكل فصل دراسي.
- تدوين وتسجيل حالات: الانقطاع، إيقاف القيد، الطلبة المتعثرين، كذلك العقوبات التي توقع على الطالب بملفه العلمي وبطاقته الدراسية وإبلاغه.
- الرد على جميع استفسارات الطلاب فيما يخص الدراسة ومتابعته مع أعضاء هيئة التدريس الذين يدرسونهم في جميع المواد.
- مساعدة الطلاب في الاطلاع على سجلاتهم الدراسية بشكل منظم.

مهام اللجنة العلمية

- وضع سياسات القسم ومتابعتها وحل المشاكل الأكاديمية بعقد اجتماعات دورية لأعضاء اللجنة واعتماد المحاضر ومتابعتها بصفة دورية.
- مراجعة وتحديث واعتماد الخطة الدراسية ومتابعة تنفيذها وتنسيق الجدول الدراسي الفصلي.
- وصف وتوصيف مفردات المقررات الدراسية والبرنامج الأكاديمي حسب معايير الجودة .
- اختيار وتقييم أعضاء هيئة التدريس عند التعاقد وإنشاء العمل .
- التخطيط لإقامة نشاطات علمية بالقسم .
- وضع واعتماد الآليات الخاصة بأعضاء الهيئة والطلاب ومتابعتها ومراجعتها بصفة دورية.
- إجراء معادلات الطلبة المنتقلين للقسم.

مهام منسق الجودة

- المساهمة في تجويد العملية التعليمية والبحث العلمي وخدمة المجتمع .
- وضع خطط التحسين للعمل على إزالة مواطن الضعف والحفاظ على مواطن القوة.
- وضع آلية لتقييم العناصر التعليمية.
- تحليل نماذج واستمارات التقييم.
- الإشراف على إعداد الدراسة الذاتية وتوصيف البرامج والمقررات الدراسية.
- تعزيز الوعي الخاص بثقافة الجودة.

المواصفات المميزة لخريج قسم اللغة الإنجليزية

أن يكون الخريج قادراً على:

- الاتصال والتواصل باللغة الانجليزية بكفاءة مع الآخرين بما في ذلك فرق العمل المختلفة.
- استخدام الاساليب والمهارات ومعرفة كتابة البحث القصير والاستفادة منه في الحياة العملية.
- تطبيق المعرفة في مجال اللغة الانجليزية.
- المنافسة في سوق العمل.

مجالات العمل لخريج قسم اللغة الإنجليزية

يتم تأهيل خريجي قسم اللغة الانجليزية للعمل في مختلف المجالات منها: مختلف الوظائف في الشركات العامة والخاصة التي تتطلب مؤهل لغة انجليزية , الشركات والمراكز التعليمية للتأهيل والتدريب , قطاع الترجمة بمختلف مجالاتها , قطاع التعليم , دورات اللغة الانجليزية المنهجية والعالية.

الميثاق الاخلاقي لقسم اللغة الانجليزية

- الالتزام بمبدأ الشفافية في العمل.
- التقيد بالنزاهة والسرية التامة في العمل بالأخص في الترجمة.
- التشجيع على استخدام اللغة الانجليزية في العمل مع مراعاة اللغة الأم (اللغة العربية).

الخطة الدراسية حسب المقررات الدراسية

أولاً: المقررات العامة الانزامية

| رمز المقرر | اسم المقرر | عدد الوحدات | عدد الساعات/الأسبوع | | | الأسبقيات | مخرجات التعلم المستهدفة التي يتم تغطيتها (الرمز) |
|------------|--------------------|----------------|---------------------|------|-------|-----------|--|
| | | | محاضرات | معمل | تدريب | | |
| GH150 | لغة عربية 1 | 2 | 2 | | | | |
| GH151 | لغة عربية 2 | 2 | 2 | | | GH150 | |
| GH152 | لغة عربية 3 | 2 | 2 | | | GH151 | |
| EN151 | علم النفس العام | 2 | 2 | | | | |
| EN252 | مبادئ الحاسب الآلي | 3 | 3 | | | | |
| GI101 | الدراسات الاسلامية | 3 | 3 | | | | |
| GS140 | الاحصاء | 3 | 3 | | | | |
| المجموع | | | 17 | 17 | | | |

ثانياً: المقررات التخصصية الانزامية

| رمز المقرر | اسم المقرر | عدد الوحدات | عدد الساعات/الأسبوع | | | الأسبقيات | مخرجات التعلم المستهدفة التي يتم تغطيتها (الرمز) |
|------------|------------------|----------------|---------------------|------|-------|-----------|--|
| | | | محاضرات | معمل | تدريب | | |
| EN101 | قواعد 1 | 3 | 3 | | | | |
| EN102 | محادثة 1 | 3 | 3 | | | | |
| EN103 | قراءة واستيعاب 1 | 3 | 3 | | | | |
| EN104 | إنشاء 1 | 3 | 3 | | | | |
| EN105 | لغة فرنسية 1 | 2 | 2 | | | | |
| EN106 | قواعد 2 | 3 | 3 | | | EN101 | |
| EN107 | محادثة 2 | 3 | 3 | | | EN102 | |
| EN108 | قراءة واستيعاب 2 | 3 | 3 | | | EN103 | |
| EN109 | إنشاء 2 | 3 | 3 | | | EN104 | |
| EN110 | لغة فرنسية 2 | 2 | 2 | | | EN105 | |
| EN111 | ترجمة 1 | 2 | 2 | | | | |
| EN212 | قواعد 3 | 3 | 3 | | | EN106 | |
| EN213 | محادثة 3 | 3 | 3 | | | EN107 | |
| EN214 | قراءة نقدية 1 | 3 | 3 | | | EN108 | |
| EN215 | إنشاء 3 | 3 | 3 | | | EN109 | |
| EN216 | ترجمة 2 | 2 | 2 | | | EN111 | |
| EN217 | مقدمة في الأدب | 3 | 3 | | | | |
| EN218 | مقدمة في علم | 3 | 3 | | | | |

| | | | | | | | | |
|--|-------|--|--|-----|-----|-------------------------------------|-------------------------------|-------|
| | | | | | | Linguistics | اللغة | |
| | EN212 | | | 3 | 3 | Grammar IV | قواعد 4 | EN219 |
| | EN213 | | | 3 | 3 | Public Speaking Skills I | مهارات الخطابة العامة 1 | EN220 |
| | EN214 | | | 3 | 3 | Critical Reading II | قراءة نقدية 2 | EN221 |
| | EN215 | | | 3 | 3 | Academic Writing I | كتابة أكاديمية 1 | EN222 |
| | EN216 | | | 3 | 3 | Interpreting | ترجمة فورية | EN223 |
| | EN217 | | | 2 | 2 | Poetry | شعر | EN224 |
| | EN218 | | | 3 | 3 | Introduction to Applied Linguistics | مقدمة في علم اللغة التطبيقي | EN225 |
| | EN222 | | | 3 | 3 | Academic Writing II | كتابة أكاديمية 2 | EN326 |
| | EN217 | | | 2 | 2 | Novel | رواية | EN327 |
| | EN218 | | | 2 | 2 | Phonetics I | صوتيات 1 | EN328 |
| | EN220 | | | 3 | 3 | Public Speaking Skills II | مهارات الخطابة العامة 2 | EN329 |
| | EN218 | | | 3 | 3 | Syntax | النحو | EN440 |
| | | | | 3 | 3 | Varieties of English Language | متنوعات اللغة الانجليزية | EN331 |
| | EN326 | | | 3 | 3 | Academic Writing III | كتابة أكاديمية 3 | EN332 |
| | EN328 | | | 2 | 2 | Phonetics II | صوتيات 2 | EN333 |
| | EN330 | | | 3 | 3 | Computer-Assisted Language Learning | تعلم اللغة باستخدام الحاسوب | EN334 |
| | EN217 | | | 2 | 2 | Literary Criticism | النقد الأدبي | EN447 |
| | EN225 | | | 3 | 3 | ELT Methods | طرائق تدريس اللغة الانجليزية | EN330 |
| | EN332 | | | 3 | 3 | Research Methodology | طرق بحث | EN437 |
| | EN330 | | | 3 | 3 | Teaching English to Young Learners | تعليم اللغة الانجليزية للصغار | EN438 |
| | | | | 2 | 2 | History of English Language | تاريخ اللغة الانجليزية | EN439 |
| | | | | 107 | 107 | المجموع | | |

ثالثا: المقررات التخصصية الاختيارية (يختار الطلاب 3 مواد فقط بواقع 6 وحدات)

| رمز المقرر | اسم المقرر | عدد الوحدات | عدد الساعات/الأسبوع | | | الأسبقيات | مخرجات التعلم المستهدفة التي يتم تغطيتها (الرمز) |
|------------|------------------------------|-------------|---------------------|------|-------|-----------|--|
| | | | محاضرات | معمل | تدريب | | |
| EN335 | علم اللغة النفسي والاجتماعي | 2 | 2 | | | EN218 | |
| EN441 | علم الأصوات | 2 | 2 | | | EN218 | |
| EN442 | علم الصرف | 2 | 2 | | | EN218 | |
| EN443 | علم دلالات الألفاظ والبراقما | 2 | 2 | | | EN218 | |
| EN444 | تحليل الخطاب | 2 | 2 | | | EN218 | |
| FL400 | لغة أجنبية | 2 | 2 | | | EN110 | |
| EN446 | الأدب المقارن | 2 | 2 | | | EN217 | |
| EN336 | الانجليزية لأغراض خاصة | 2 | 2 | | | | |
| المجموع | | | 6 | 6 | | | |

رابعا: مشروع التخرج

| رمز المقرر | اسم المقرر | عدد الوحدات | عدد الساعات/الأسبوع | | | الأسبقيات | مخرجات التعلم المستهدفة التي يتم تغطيتها (الرمز) |
|------------|--------------|-------------|---------------------|------|-------|-----------|--|
| | | | محاضرات | معمل | تدريب | | |
| EN500 | مشروع التخرج | 4 | | | | | |
| المجموع | | | 4 | | | | |

الخطة الدراسية حسب الفصول الدراسي

الفصل الدراسي الأول

| مخرجات التعلم المستهدفة التي يتم تغطيتها (الرمز) | الأسبقيات | عدد الساعات/الأسبوع | | | عدد الوحدات | اسم المقرر | رمز المقرر |
|---|-----------|---------------------|------|---------|----------------|------------------|------------|
| | | تدريب | معمل | محاضرات | | | |
| | | | | 3 | 3 | قواعد 1 | EN101 |
| | | | | 3 | 3 | محادثة 1 | EN102 |
| | | | | 3 | 3 | قراءة واستيعاب 1 | EN103 |
| | | | | 3 | 3 | إنشاء 1 | EN104 |
| | | | | 2 | 2 | لغة عربية 1 | GH150 |
| | | | | 2 | 2 | علم النفس العام | EN151 |
| | | | | 2 | 2 | لغة فرنسية 1 | EN105 |
| | | | | 18 | 18 | المجموع | |

الفصل الدراسي الثاني

| مخرجات التعلم المستهدفة التي يتم تغطيتها (الرمز) | الأسبقيات | عدد الساعات/الأسبوع | | | عدد الوحدات | اسم المقرر | رمز المقرر |
|---|-----------|---------------------|------|---------|----------------|------------------|------------|
| | | تدريب | معمل | محاضرات | | | |
| | EN101 | | | 3 | 3 | قواعد 2 | EN106 |
| | EN102 | | | 3 | 3 | محادثة 2 | EN107 |
| | EN103 | | | 3 | 3 | قراءة واستيعاب 2 | EN108 |
| | EN104 | | | 3 | 3 | إنشاء 2 | EN109 |
| | EN105 | | | 2 | 2 | لغة فرنسية 2 | EN110 |
| | | | | 2 | 2 | ترجمة 1 | EN111 |
| | GH150 | | | 2 | 2 | لغة عربية 2 | GH151 |
| | | | | 18 | 18 | المجموع | |

الفصل الدراسي الثالث

| مخرجات التعلم المستهدفة التي يتم تغطيتها (الرمز) | الأسبقيات | عدد الساعات/الأسبوع | | | عدد الوحدات | اسم المقرر | رمز المقرر |
|---|-----------|---------------------|------|---------|----------------|----------------|------------|
| | | تدريب | معمل | محاضرات | | | |
| | EN106 | | | 3 | 3 | قواعد 3 | EN212 |
| | EN107 | | | 3 | 3 | محادثة 3 | EN213 |
| | EN108 | | | 3 | 3 | قراءة نقدية 1 | EN214 |
| | EN109 | | | 3 | 3 | إنشاء 3 | EN215 |
| | EN111 | | | 2 | 2 | ترجمة 2 | EN216 |
| | | | | 3 | 3 | مقدمة في الأدب | EN217 |
| | GH151 | | | 2 | 2 | لغة عربية 3 | GH152 |
| | | | | 19 | 19 | المجموع | |

الفصل الدراسي الرابع

| رمز المقرر | اسم المقرر | عدد الوحدات | عدد الساعات/الأسبوع | | | الأسبقيات | مخرجات التعلم المستهدفة التي يتم تغطيتها (الرمز) |
|------------|-------------------------|-------------|---------------------|------|-------|-----------|--|
| | | | محاضرات | معمل | تدريب | | |
| EN218 | مقدمة في علم اللغة | 3 | 3 | | | | |
| EN219 | قواعد 4 | 3 | 3 | | | EN212 | |
| EN220 | مهارات الخطابة العامة 1 | 3 | 3 | | | EN213 | |
| EN221 | قراءة نقدية 2 | 3 | 3 | | | EN214 | |
| EN222 | كتابة أكاديمية 1 | 3 | 3 | | | EN215 | |
| EN223 | ترجمة فورية | 3 | 3 | | | EN216 | |
| EN224 | شعر | 2 | 2 | | | EN217 | |
| المجموع | | 20 | 20 | | | | |

الفصل الدراسي الخامس

| رمز المقرر | اسم المقرر | عدد الوحدات | عدد الساعات/الأسبوع | | | الأسبقيات | مخرجات التعلم المستهدفة التي يتم تغطيتها (الرمز) |
|------------|-----------------------------|-------------|---------------------|------|-------|-----------|--|
| | | | محاضرات | معمل | تدريب | | |
| EN225 | مقدمة في علم اللغة التطبيقي | 3 | 3 | | | EN218 | |
| EN326 | كتابة أكاديمية 2 | 3 | 3 | | | EN222 | |
| EN327 | رواية | 2 | 2 | | | EN217 | |
| EN328 | صوتيات 1 | 2 | 2 | | | EN218 | |
| EN329 | مهارات الخطابة العامة 2 | 3 | 3 | | | EN220 | |
| EN440 | النحو | 3 | 3 | | | EN218 | |
| EN331 | متنوعات اللغة الانجليزية | 3 | 3 | | | | |
| المجموع | | 19 | 19 | | | | |

الفصل الدراسي السادس

| رمز المقرر | اسم المقرر | عدد الوحدات | عدد الساعات/الأسبوع | | | الأسبقيات | مخرجات التعلم المستهدفة التي يتم تغطيتها (الرمز) |
|------------|------------------------------|-------------|---------------------|------|-------|-----------|--|
| | | | محاضرات | معمل | تدريب | | |
| EN332 | كتابة أكاديمية 3 | 3 | 3 | | | EN326 | |
| EN333 | صوتيات 2 | 2 | 2 | | | EN328 | |
| EN334 | تعليم اللغة باستخدام الحاسوب | 3 | 3 | | | EN330 | |
| EN330 | طرائق تدريس اللغة الانجليزية | 3 | 3 | | | EN225 | |
| EN252 | مبادئ الحاسب الالى | 3 | 3 | | | | |
| | مقرر اختياري 1 | 2 | 2 | | | | |
| EN447 | النقد الأدبي | 2 | 2 | | | EN217 | |
| المجموع | | 18 | 18 | | | | |

الفصل الدراسي السابع

| رمز المقرر | اسم المقرر | عدد الوحدات | عدد الساعات/الأسبوع | | | الأسبقيات | مخرجات التعلم المستهدفة التي يتم تغطيتها (الرمز) |
|------------|-------------------------------|-------------|---------------------|------|-------|-----------|--|
| | | | محاضرات | معمل | تدريب | | |
| EN437 | طرق بحث | 3 | 3 | | | EN332 | |
| EN438 | تعليم اللغة الانجليزية للصغار | 3 | 3 | | | EN330 | |
| EN439 | تاريخ اللغة الانجليزية | 2 | 2 | | | | |
| GI101 | الدراسات الإسلامية | 3 | 3 | | | | |
| GS140 | الاحصاء | 3 | 3 | | | | |
| | مقرر اختياري 2 | 2 | 2 | | | | |
| | مقرر اختياري 3 | 2 | 2 | | | | |
| المجموع | | 18 | 18 | | | | |

الفصل الدراسي الثامن

| رمز المقرر | اسم المقرر | عدد الوحدات | عدد الساعات/الأسبوع | | | الأسبقيات | مخرجات التعلم المستهدفة التي يتم تغطيتها (الرمز) |
|------------|--------------|-------------|---------------------|------|-------|-----------|--|
| | | | محاضرات | معمل | تدريب | | |
| EN500 | مشروع التخرج | 4 | | | | | |
| المجموع | | 4 | | | | | |

المقررات التخصصية الاختيارية (يختار الطلاب 3 مواد فقط بواقع 6 وحدات)

| رمز المقرر | اسم المقرر | عدد الوحدات | عدد الساعات/الأسبوع | | | الأسبقيات | مخرجات التعلم المستهدفة التي يتم تغطيتها (الرمز) |
|------------|------------------------------|-------------|---------------------|------|-------|-----------|--|
| | | | محاضرات | معمل | تدريب | | |
| EN335 | علم اللغة النفسي والاجتماعي | 2 | 2 | | | EN218 | |
| EN441 | علم الأصوات | 2 | 2 | | | EN218 | |
| EN442 | علم الصرف | 2 | 2 | | | EN218 | |
| EN443 | علم دلالات الأنفاظ والبراقما | 2 | 2 | | | EN218 | |
| EN444 | تحليل الخطاب | 2 | 2 | | | EN218 | |
| FL400 | لغة أجنبية | 2 | 2 | | | EN110 | |
| EN446 | الأدب المقارن | 2 | 2 | | | EN217 | |
| EN336 | الانجليزية لأغراض خاصة | 2 | 2 | | | | |
| المجموع | | 6 | 6 | | | | |

Course Descriptions

| | |
|-------------------------|--------------------|
| Course title: Grammar I | Course Code: EN101 |
| PRE-REQUISITE: NONE | |

❖ COURSE DESCRIPTIONS:

This is a fundamental course on English Grammar. In this course the focus is on acquainting the students with basic parts of a sentence, phrase, a clause and the parts of speech such as verbs, noun forms, pronouns and determiners.

❖ COURSE AIMS:

To enable students to understand and write grammatically correct sentences.

❖ COURSE OBJECTIVES:

1. To let the students understand the first four parts of speech such as verb forms, noun forms, pronouns, and determiners, the basic parts of a sentence, subject+ verb agreement and common errors in English usage
2. To understand and analyse the rules of grammar in order to write grammatically correct sentences.

❖ COURSE CONTENT:

| TOPICS |
|---|
| Introduction to parts of speech, sentence types, phrase and a clause |
| functions of a verb, verb modal and aspect |
| Verb types: be forms, s forms, present participles, past participles, gerunds, finite verbs, infinitives, to infinitives, bare infinitives, main verbs, auxiliaries, modal verbs, transitive verbs and intransitive verbs |
| Active and passive voice, regular and irregular verbs |
| Verb tense- past, present and future-1 |
| Verb tense- past, present and future-2 |
| Subject + verb agreement, direct and indirect objects, subject + object complements |
| Noun types, Noun- number, gender, case |
| Pronoun types- personal, reflexive, possessive, demonstrative, interrogative, relative, indefinite, reciprocator |
| Pronoun position: Subject, Object, Possessive, Reflexive, Pronoun subject + verb agreements, Pronoun ambiguities |
| Determiners |
| Common errors in usage of verbs, nouns, pronouns, determiners |

❖ **TEACHING METHODOLOGY:** Lecture Method, Interactive Training Method, Deductive method of teaching grammar.

❖ **COURSE REQUIREMENTS:** Coursework Book, Study Materials, Attendance, Class Participation, and Midterm / Final Exam.

❖ **TEACHING MATERIALS** Exercise Book.

| | |
|--------------------------------|--------------------|
| Course title: Spoken English I | Course Code: EN102 |
| PRE-REQUISITE: NONE | |

❖ COURSE DESCRIPTIONS:

This course is a practice-oriented course intended to enable college freshmen acquire and improve their listening comprehension and basic oral communication skills. Lessons include listening and speaking activities that entail students' active and actual engagement. Students will learn to adjust their listening behaviour to deal with different situations, types of input, and listening purposes.

❖ COURSE OBJECTIVES:

This course is designed to enable students to:

1. Use listening strategies to maximize their comprehension of aural input;
2. Identify the relevant and non-relevant information;
3. Apply appropriate listening strategies according to purpose;
4. Use the right words in the right order or expressions with correct pronunciation;
5. Express their thoughts, experiences, and emotions intelligibly; and,
6. Develop confidence in daily verbal communication.

❖ **COURSE CONTENT:**

| TOPICS |
|---|
| Introduce themselves in formal and informal situations. Ask and answer questions about basic personal information. |
| Begin a social conversation and respond appropriately. Greet people and say goodbye in a variety of ways. |
| Ask for help and show they understand. Greet people and make introductions. |
| Understand directions and rules. Ask for permission. |
| Talk about a study abroad experience and give their opinion. Explain common health problems. |
| Ask for medication and understand basic instruction. Express sympathy and give advice on health problems. |
| Make an appointment and confirm important details. Provide information and give clear answers. |
| Ask for information about transport, facilities, etc. Greet friends and people they don't know. |
| Ask about travel details. Understand the time. Ask for and give directions. |
| Check information to make sure they understand. Make and respond to suggestions. |
| Talk about places they visit on holiday. Take messages and pass messages on |
| Understand and follow instructions. Politely ask people not to do something. |

❖ **TEACHING METHODOLOGY:**

Top-down, Bottom-up, Recognizing Scripts, Using Language to Talk about Language, Free talking, Lecture / Discussion.

❖ **COURSE REQUIREMENTS:**

Individual Oral Participation, Pair-Work Participation, Group Participation, Listening Comprehension Quizzes/Exercises, Homework/Assignment, Midterm Examination (Listening & Speaking), Final Examination (Listening & Speaking).

❖ **TEACHING MATERIALS:**

Worksheets, Video / movie clips, Radio and television programs, Announcements or advertisements, Speeches and lectures, Telephone customer service recordings, Dialogues.

| | |
|--|---------------------------|
| Course title: Reading Comprehension I | Course Code: EN103 |
| PRE-REQUISITE: NONE | |

❖ **COURSE DESCRIPTIONS:**

This is a foundation course for students who are not trained on general and specific reading skills earlier. The course provides an ideal platform for the development of basic reading skills. It encourages the students to read beyond their prescribed academic syllabus. This course focuses on training students with the right aptitude and skills for reading.

❖ **COURSE OBJECTIVES:**

1. Train the students in the basic reading skills.
2. Provide the right platform for the students to take up challenging reading tasks further such as skimming, scanning and vocabulary skills.

❖ **COURSE CONTENT:**

| TOPICS |
|--|
| Introduction to reading- Intensive reading, Extensive reading |
| Training on avoiding bad reading habits- Inner speech, Lip movement, Vocalization and regression |
| Training on good reading habits- Reading with the mind, using eye index |
| Understanding the structure of a text- Title, Topic, Main idea, Supporting ideas, Conclusion |
| Recognizing discourse markers, transitions and specific vocabulary in the text |

| |
|---|
| Training on improving reading speed- word per minute(WPM) calculation- skills for speed reading |
| Training on the ability to read using the process of chunking |
| Essential reading skills- scanning for specific information and skimming for the gist |
| Training on paraphrasing the text and note making |
| Vocabulary development exercises |
| Training on using context to identify meaning of words in the text |
| Training on reading faster and more fluently |

❖ **TEACHING METHODOLOGY:**

Training Method, Interactive Teaching Techniques.

❖ **COURSE REQUIREMENTS:**

Practice Study Materials, Students in small number, Attendance, Class Participation.

❖ **TEACHING MATERIALS:**

Practice tasks for each skill, Reading materials refer to reference

| | |
|------------------------------------|---------------------------|
| Course title: Composition I | Course Code: EN104 |
| PRE-REQUISITE: NONE | |

❖ **COURSE DESCRIPTIONS:**

This course focuses on building basic writing skills of the students and preparing them for paragraph writing. It also provides, in the context of writing, a review and reinforcement of the principles of English grammar and punctuations. It has the primary goal to develop the students' confidence and ability to write clear and effective sentences of a paragraph.

❖ **COURSE OBJECTIVES:**

This course is designed to enable students to:

1. Differentiate kinds of sentences;
2. Master certain writing technicalities;
3. Write correct sentences; and,
4. Write a short paragraph.

❖ **COURSE CONTENT:**

| TOPICS |
|---|
| Sentence Fragments, Run-On Sentences, & Comma Splices |
| Kinds of Sentences According to Function |
| Kinds of Sentences According to Structure |
| Kinds of Clauses According to Function |
| Kinds of Clauses According to Structure |
| Signal Words |
| Pronoun Antecedent Agreement |
| Punctuations & Capitalization |
| Paragraph Format Rules |
| Choosing a Topic & Strategies in Generating Ideas |
| Developing Topic Sentences & Writing Supporting Sentences |
| Writing a 5-10 Sentence Paragraph (Using Past Time Order) |

| | |
|---|---------------------------|
| Course title: Grammar II | Course Code: EN106 |
| PRE-REQUISITE: Grammar I (EN101) | |

❖ **COURSE DESCRIPTIONS:**

This course is a continuation to Grammar I. The rest of the parts of speech such as modifiers- adjectives and adverbs, prepositions, conjunctions are taught in this course. In addition, sentence varieties such as negative structures, ellipsis, fronting, direct and in direct speech, question tags are taught.

❖ **COURSE OBJECTIVES:**

1. To teach the students the latter half of the parts of speech
2. To learn use different styles of writing and speaking English
3. To enable the students communicate without errors

❖ **COURSE CONTENT:**

| TOPICS |
|---|
| Modifiers- Adjectives, Adjective positions- attributive, predicative, post-positive, Adjective types- Descriptive (quality), quantity, number, demonstrative, interrogative |
| Degrees of comparison, Regular and irregular adjectives, errors in using adjectives |
| Modifiers- Adverbs, Kinds of adverbs: Time, frequency, place, manner, degree, affirmation |
| Adverbs- degrees of comparison, adverb transitions, common errors in usage |
| Preposition types- Simple and compound, particles |
| Preposition usage: time, day, month, year, place, position, skills, tools and devices-1 |
| Preposition usage: time, day, month, year, place, position, skills, tools and devices-2 |
| Phrasal verbs and idioms |
| Conjunctions- Coordination and subordination |
| Conjunction types |
| Interrogatives (Questions), question tags, negative structures |
| Imperatives, exclamations emphasis, ellipsis |
| Direct and indirect speech, Common errors in usage |

| | |
|--|---------------------------|
| Course title: Spoken English II | Course Code: EN107 |
| PRE-REQUISITE: Spoken English I (EN102) | |

❖ **COURSE DESCRIPTIONS:**

This course develops the skills students need to feel confident while travelling, at work, or just chatting with English-speaking friend. Activities based around different themes that cover a range of everyday situations and really help them to feel sure of the English they are using in their daily life.

❖ **COURSE OBJECTIVES:**

1. To Help students to feel more confident speaking English and be sure of what they hear / listen,
2. To Help students feel comfortable in the English-speaking world.
3. To Develop useful listening & speaking skills.

❖ **COURSE CONTENT:**

| TOPICS |
|--|
| Make and answer invitations. Start conversations. |
| Take part in 'small talk' conversations. Check they have understood conversation correctly. |
| Ask polite questions to find out information. Describe a problem and suggest a solution. |
| Check their understanding of information. Make suggestions. |
| Speak without repeating unnecessary words. Understand information about personal details and events. |
| Give general and detailed descriptions. Explain what something is. |
| Show they understood what someone is saying and that you are interested. Talk about what you want and would like to do. Give reasons for situations. Ask polite questions. |
| Understand a new story. Talk about change. |
| Give opinions. Explain and understand schedules. |
| Talk about and understand future plans. Understand conversations about tasks. |
| Talk about whether tasks completed or not. Give and understand feedback. |
| Understand details in a seminar, b) plan and give a mini seminar and c) ask questions about a seminar. |

❖ **TEACHING METHODOLOGY:**

Top-down, Bottom-up, Recognizing Scripts, Using Language to Talk about Language, Free talking, Lecture / Discussion.

❖ **COURSE REQUIREMENTS:**

Individual Oral Participation, Pair-Work Participation, Group Participation, Listening Comprehension Quizzes/Exercises, Homework/Assignment, Midterm Examination (Listening & Speaking), Final Examination (Listening & Speaking).

❖ **TEACHING MATERIALS:**

Worksheets, Video / movie clips, Radio and television programs, Announcements or advertisements, Speeches and lectures, Telephone customer service recordings, Dialogues

| | |
|---|---------------------------|
| Course title: Reading Comprehension II | Course Code: EN108 |
| PRE-REQUISITE: Reading Comprehension I (EN103) | |

❖ **COURSE DESCRIPTIONS:**

This is an intermediary course between Reading Comprehension-I and Critical Reading. This course focuses on advanced skills in reading. The focus is on training students read and comprehend aggressively. Emphasis is given to develop the vocabulary skills of the students.

❖ **COURSE OBJECTIVES:**

1. To enable the students read and comprehend aggressively
2. Enhance vocabulary skills and reading skills.

❖ **COURSE CONTENT:**

| |
|--|
| TOPICS |
| Extensive and Intensive reading tasks- Developing a sense of urgency while reading |
| Exposure to different texts and styles of writing- Understanding different styles of writing |
| Training on perception of the text- peripheral vision, span of recognition, after image Interpreting more of what is seen in less time |
| Deeper understanding of the structure of the text- main idea, supporting ideas, arguments, appeals, conclusion |
| Intensive skimming and scanning practices- Training on how to get the gist quickly and comprehend information |
| Aggressive comprehension- aggressively pursuing the gist of the material, distinguishing subordinate details from main ideas |
| Understanding arguments- Following the line of development of thought |
| Identifying opinion/ attitude and making inferences |
| Inferring the meanings of key vocabulary using the context / Vocabulary training exercises |
| Training on reading with anticipation and prediction |
| Exposure to reading comprehension question types- Wh questions, specific purpose questions, general purpose questions, questions with multiple options |
| Training on how to whip through reading material with good comprehension- added training on aggressive and rapid comprehension |

❖ **TEACHING METHODOLOGY:**

Interactive teaching techniques, Training Method.

❖ **COURSE REQUIREMENTS:**

Less number of students, Practice study materials.

❖ **TEACHING MATERIALS:**

Extensive and intensive reading tasks, Classroom exercise tasks.

| | |
|---|---------------------------|
| Course title: CompositionII | Course Code: EN109 |
| PRE-REQUISITE: Composition I (EN104) | |

❖ **COURSE DESCRIPTIONS:**

This is a skill-based course structured to build a solid foundation in writing of the students to prepare them for a more advanced writing course and for them to become competent in writing. Topics for lectures are essentially to help them understand the importance of developing their writing skills. Each lesson is geared towards the reinforcement and utilization of the students' prior knowledge of and background in other task-centred subjects such as grammar and reading, and the strengthening of their motivation/interest in writing.

❖ **COURSE OBJECTIVES:**

1. Acquire basic skills in writing;
2. Develop their insights and intricacies in writing;
3. Express their ideas effectively in written communication; and,
4. Write a coherent paragraph..

❖ **COURSE CONTENT:**

| TOPICS |
|---|
| (The Writing Process) |
| Planning |
| Drafting |
| Revising and Editing |
| Parts of the Paragraph |
| Elements of a Good Paragraph |
| Descriptive Paragraph Writing |
| Narrative Paragraph Writing |
| Process Paragraph Writing |
| Comparison/Contrast Paragraph Writing |
| Definition Paragraph Writing |
| Classification Paragraph Writing |
| Paraphrasing & Summarizing/Synthesizing |
| Autobiography Writing |

❖ **TEACHING METHODOLOGY:**

Lecture / Discussion, Process writing, Guided writing, Sentence Expansion, Scaffolding students' writing.

❖ **COURSE REQUIREMENTS:**

Individual participation, Pair-work participation, group participation, writing exercises/quizzes, assignments, Midterm / Final Examinations.

❖ **TEACHING MATERIALS:**

Course sheets/worksheets, reading passages, video/movie clips, pictures.

| | |
|---|---------------------------|
| Course title: General Psychology | Course Code: EN151 |
| PRE-REQUISITE: NONE | |

❖ **وصف المقرر**

يشمل هذا المقرر على دراسة وافية لعلم النفس العام كما يهدف هذا المقرر إلى تعريف الطلبة أن علم النفس العام اتخذ طابعه العالمي بعد انفصاله عن غيره من العلوم وخاصة الفلسفة وبعد ظهور المنهج العلمي في التفكير.

أهداف المقرر:

يمكن تلخيص أهداف المقرر كما يلي:

- ❖ تعريف الطالب على مفهوم علم النفس العام
- ❖ تعريف الطالب على مفاهيم علم النفس الجنائي والقياسي
- ❖ إعطاء الطالب الفكرة الكافية على أهمية المراحل التاريخية التي مر عليها علم النفس

❖ **COURSE CONTENT:**

| TOPICS |
|--|
| علم النفس العام |
| علم النفس القياسي |
| علم النفس الجنائي |
| الاهداف العامة لعلم النفس العام |
| الفروع النظرية لعلم النفس العام |
| مدارس التحليل النفسي |
| كيفية احداث المدارس نقلة كبيرة في علم النفس الحديث |
| أبرز الافكار التي قامت عليها مدرسة التحليل النفسي |
| أهم الافكار التي بنيت عليها مدرسة الجشطات |
| المراحل التاريخية لعلم النفس العام |
| المراحل التاريخية لعلم النفس القياسي |
| المراحل التاريخية لعلم النفس الجنائي |

❖ **TEACHING METHODOLOGY:**

Lectures, A teacher student tutorial/discussion, Group discussion, Peer discussion.

❖ **COURSE REQUIREMENTS:**

Completing all written and non-written assignments (On Time), Self-reliability, Commitment, Punctuality.

❖ **TEACHING MATERIALS:**

Text-books.

❖ **EVALUATION:** Coursework 10%. Midterm Exam. 30% Final Exam 60%

| | |
|--|---------------------------|
| Course title: Grammar III | Course Code: EN212 |
| PRE-REQUISITE: Grammar II (EN106) | |

❖ **COURSE DESCRIPTIONS:**

This is an advanced level course. In this course, students will learn beyond parts of speech. The aim of the course is to make the students attain the targets of modern day communication-accuracy, brevity and clarity. The goal of this programme is to make the students competent to understand the mechanics of sentence construction and use grammar for effective communication.

❖ **COURSE AIMS:**

To enable students to understand and write grammatically correct sentences.

❖ **COURSE OBJECTIVES:**

1. To enable students use different sentence formats, keep sentences clear from ambiguities and to communicate using as many few words as possible.
2. To facilitate students understand the phrase structure and the clause structure.
3. To expose students to common errors in sentence construction that occurs as a result of problems with verb tense, pronouns, idioms, modifiers, parallel, and subject – verb agreements.

❖ **COURSE CONTENT:**

| TOPICS |
|---|
| Parts of speech- Review |
| Sentence structure- subject + verb agreement, direct and indirect objects |
| Phrase structure- Phrasal types |
| Clause structure- Types of sentences, sentence transformation |
| Clausal types- Noun, Adjective and Adverb clausal types |
| Appositives, gerunds, present participles, transferred epithets |
| Fragments and run-on sentences |
| Achieving sentence variety- transformation of sentences |
| Achieving sentence variety- fronting, ellipsis, rewriting sentences as directed |
| Keeping sentences clear- Pronoun ambiguities, Parallelism |
| Misplaced modifiers- Dangling and squinting modifiers |
| Common errors in usage |

❖ **TEACHING METHODOLOGY:**

Lecture Method, Deductive method.

❖ **COURSE REQUIREMENTS:**

Power point, Teaching Materials.

❖ **TEACHING MATERIALS:**

Course work, Software.

| | |
|---|---------------------------|
| Course title: Spoken English III | Course Code: EN213 |
| PRE-REQUISITE: Spoken English II (EN107) | |

❖ **COURSE DESCRIPTIONS:**

This is a fundamental course on English Grammar. In this course the focus is on acquainting the students with basic parts of a sentence, phrase, a clause and the parts of speech such as verbs, noun forms, pronouns and determiners.

❖ **COURSE AIMS:**

To enable students to understand and write grammatically correct sentences.

❖ **COURSE OBJECTIVES:**

1. To let the students understand the first four parts of speech such as verb forms, noun forms, pronouns, and determiners, the basic parts of a sentence, subject+ verb agreement and common errors in English usage
2. To understand and analyse the rules of grammar in order to write grammatically correct sentences.

❖ **COURSE CONTENT:**

| TOPICS |
|---|
| Begin and end a conversation in a natural way. React to what they hear. |
| Maintain a conversation and ask follow-up questions. Express opinions and defend them. |
| Understand explanations. Complain about common problems. |
| understand reviews. Deal with problems and complains effectively. |
| Describe and discuss films and TV programs. Describe symptoms. |
| Show concern and relief. Understand detailed information. |
| Make and respond to recommendations. |
| Interrupt politely to ask for further information. |
| Ask for further details. Make an appointment at a convenient time. |
| Insist on what you want politely but firmly. Bargain and negotiate. |
| Ask for clarification and explanation. Report an incident to the emergency services. |
| Get straight to the point. Leave a message and check others have understood. Leave clear and concise messages |
| Participate actively in meetings, bringing others into the discussion. Make, accept and reject suggestions. |

❖ **TEACHING METHODOLOGY:**

Top-down, Bottom-up, Recognizing Scripts, Using Language to Talk about Language, Free talking, Lecture / Discussion.

❖ **COURSE REQUIREMENTS:**

Individual Oral Participation, Pair-Work Participation, Group Participation, Listening Comprehension Quizzes/Exercises, Homework/Assignment, Midterm Examination (Listening & Speaking), Final Examination (Listening & Speaking).

❖ **TEACHING MATERIALS:**

Worksheets, Video / movie clips, Radio and television programs, Announcements or advertisements, Speeches and lectures, Telephone customer service recordings, Dialogues.

| | |
|--|---------------------------|
| Course title: Critical Reading I | Course Code: EN214 |
| PRE-REQUISITE: Reading Comprehension II (EN108) | |

❖ **COURSE DESCRIPTIONS:**

This is an advanced level course. The course provides an overall training for the students in the utilization of grammatical, lexical and critical reasoning skills to comprehend complex information in the text.

❖ **COURSE OBJECTIVES:**

1. To analyse the text critically, read with anticipation and prediction; evaluate the tone and author's bias.
2. To evaluate the strength of arguments, reasoning flaws and emotional appeals in arguments.

❖ **COURSE CONTENT:**

| TOPICS |
|---|
| Advanced vocabulary skills, vocabulary building strategies |
| Understanding the structure of a text- premise, assumptions, conclusion |
| Facts, opinions, types of evidence |
| Denotative and connotative meaning of words |
| Understanding the tone/attitude of the passage and author's bias |
| How to read with a questioning mind- Importance of reading with a critical mind |
| Grasping the structure of an author's thinking |
| Inferencing- Reading between the lines |
| Predicting and reading with anticipation |
| Understanding the structure of arguments |
| Inductive and deductive reasoning |
| Logical and critical thinking- reasoning flaws and emotional appeals |

❖ **TEACHING METHODOLOGY:**

Lecture cum training method, Interactive Training approach.

❖ **COURSE REQUIREMENTS:**

Small size classes, reference materials at the department & the library.

❖ **TEACHING MATERIALS:**

Critical reading tasks, tasks for the classroom.

| | |
|---|---------------------------|
| Course title: Composition III | Course Code: EN222 |
| PRE-REQUISITE: Composition II(EN121) | |

❖ **COURSE DESCRIPTIONS:**

This course covers writing short essays such as descriptive, narrative, argumentative (persuasive), and expository essays. It encourages students to develop their own writings in the different modes of discourse. This course also requires students to hone a number of skills such as critical reading and writing, persuasion, conciseness, clarity, and exposition.

❖ **COURSE OBJECTIVES:**

1. To explore different techniques in writing an essay
 2. To understand essay organization
 3. To write the different modes of discourse using process writing
- A. Description
B. Narration
C. Argumentation (Persuasion)
D. Exposition

❖ **COURSECONTENT:**

| TOPICS |
|---|
| Introduction of the course; Expectation of the course |
| Paragraphs and paragraphing |
| Conciseness; Emphasis, Sentence Variety |
| Using appropriate language |
| Writing a descriptive essay |
| Process writing (Description) |
| Writing a narrative essay |
| Process writing (Narration) |
| Writing an argumentative essay (Persuasive) |
| Process writing (Argumentation/Persuasion) |
| Writing an expository essay |
| Process writing (Exposition) |

❖ **TEACHING METHODOLOGY:**

Lecture/discussion, process writing, communicative writing activities (e.g Peer evaluation of one's work).

❖ **COURSE REQUIREMENTS:**

Essays on description, narration, argumentation, and exposition.

Individual and group writing activities.

❖ **TEACHING MATERIALS:**

Worksheets, YouTube video on How to write a Very Good Essay, Pictures and Videos.

| | |
|---|---------------------------|
| Course title: Phonetics I | Course Code: EN328 |
| PRE-REQUISITE: Introduction to linguistics (EN218) | |

❖ **COURSE DESCRIPTIONS:**

This course presents a theoretical and practical overview on the segmental features of English sounds. It examines the terminology of the subject with sufficient practice to make the topics meaningful. The sounds of English are classified and described, along with practice in their production and transcription.

❖ **COURSE OBJECTIVES:**

1. to recognize the science of speech production and perception;
2. to learn the mechanisms involved in segmental production in English language;
3. to learn to phonetically transcribe words using symbols from the International Phonetic Alphabet;
4. to learn the physiological properties of the speech-producing apparatus; and
5. to describe how vowels and consonants are produced in English

❖ **COURSE CONTENT:**

| TOPICS |
|--|
| Phonetics – Definition and kinds |
| Articulators with their roles |
| The sounds of English |
| Consonants – Classification |
| - Voicing |
| - Place of articulation |
| Manner of articulation |
| Vowels – Classification |
| - Height of the tongue |
| - Position of the tongue |
| - Lip rounding |
| - Tense and lax |
| Diphthongs and Triphthongs |
| Practice - one word phonetic transcription |
| Practice - one word phonetic transcription |

❖ **TEACHING METHODOLOGY:**

Lecture and discussion, Individual and group practice, Quizzes, Listening and imitating.

❖ **COURSE REQUIREMENTS:**

Regular attendance, Participation, Doing homework.

❖ **TEACHING MATERIALS:**

Handouts, Audio metrical, Data show, Board and marker.

| | |
|------------------------------------|---------------------------|
| Course title: Translation I | Course Code: EN111 |
| PRE-REQUISITE: NONE | |

❖ **COURSE DESCRIPTIONS:**

This course is designed to be an introduction to the history, theory, and practice of translation. It provides enough theoretical background that would enable students to dig into the context of translating into English from Arabic and into Arabic from English. Lexical, semantic, stylistic and communicative problems are discussed Basic techniques, fundamentals, and approaches are introduced.

❖ **COURSE AIMS:**

To enable students to handle concepts underpinning the processing of texts.

❖ **COURSE OBJECTIVES:**

To develop awareness of the main theoretical issues involved in translation, considered within the framework of discourse linguistic.

❖ **COURSE CONTENT:**

| TOPICS |
|---|
| Issues in Translation theory. |
| What is translation? What do we translate? How do we translate? |
| Types of translation (Literal and Free Translation). |
| Main linguistic applications of use for translation. |
| The process of translation. |
| Meaning and translation. |
| Differences between English and Arabic in syntactical structures. |
| Introduction to the practice of translation. |
| Introduction to translation tools. |
| Translation practice from English into Arabic. |
| Translation practice from English into Arabic. |
| Translation practice from English into Arabic. |

❖ **TEACHING METHODOLOGY:**

Lecture Method, Interactive Training Method

❖ **TEACHING MATERIALS:**

Ghazala, H. (1995) Translation as problems and solutions: A coursebook for university students and trainee translators. (ELGA).

Different types of texts for translation.

| | |
|--|---------------------------|
| Course title: History of English Language | Course Code: EN439 |
| PRE-REQUISITE: NONE | |

❖ **COURSE DESCRIPTIONS:**

This course provides information on the origins of human language, the origin growth and development of the English language over the last fifteen hundred years. The course provides an ideal platform for course such as introduction to linguistics and Morphology. The course also acts as a catalyst for the students in acquiring English vocabulary..

❖ **COURSE OBJECTIVES:**

1. To make the students understand the origins of human languages and English language.
2. To enable students simplify their understanding of English vocabulary.

❖ **COURSE CONTENT:**

| TOPICS |
|---|
| The origin of language |
| The descent of the English Language |
| The Old English (Anglo-Saxon) period-1 |
| The Old English period-2 |
| The Middle English period |
| The renaissance and after-1 |
| The renaissance and after-2 |
| The growth of vocabulary-1 |
| The growth of vocabulary-2 |
| Change of meaning |
| The evolution of standard English |
| Idiom and metaphor and foreign contribution |

❖ **TEACHING METHODOLOGY:**

Lecture Method, Interactive whiteboard method.

❖ **COURSE REQUIREMENTS:**

PowerPoint, Medium sized class.

❖ **TEACHING MATERIALS:**

Course text book, study material.

| | |
|---|---------------------------|
| Course title: Grammar IV | Course Code: 91EN2 |
| PRE-REQUISITE: Grammar III (EN212) | |

❖ **COURSE DESCRIPTIONS:**

Thecourse titled functional grammar does not in fact focus on any of the structural elements of language but, focuses on essential vocabulary building strategies. The course covers all aspects of vocabulary learning, testing, memory and retention.

❖ **COURSE OBJECTIVES:**

1. To focus on building essential vocabulary
2. To simplify the word-building process, memory and retention.
3. To supplement all the four skills of English such as listening, speaking, reading and writing.

❖ **COURSE CONTENT:**

| TOPICS |
|--|
| Introduction to functional English. Strategies for learning English vocabulary |
| Word –roots, Common prefixes, suffixes |
| Functional Approach to learning vocabulary- use of lexicon, thesaurus-1 |
| Functional Approach to learning vocabulary- use of lexicon, thesaurus-2 |
| Word Categories- Emotions, Personality types |
| Collective nouns, animal and human categories |
| Mythological, Classical word origins-anecdotes |
| Confusable- Homonyms, Homophones, Metonyms |

| |
|--|
| Denotation & Connotation, Synonymy, Antonym, Hyponymy, Polysemy-1 |
| Jargon and specialized vocabulary- business, scientific, sports, entertainment |
| Verbal exercises- Synonymy, Antonym |
| verbal exercises- odd words, analogies |

❖ **TEACHING METHODOLOGY:**

Instruction Method & Anecdotal Method.

❖ **COURSE REQUIREMENTS:**

Prescribed text books & Course material.

❖ **TEACHING MATERIALS:**

Interactive white board, data show & flash cards.

| | |
|--|---------------------------|
| Course title: Public Speaking I | Course Code: EN220 |
| PRE-REQUISITE: Spoken English III (EN213) | |

❖ **COURSE DESCRIPTIONS:**

This course is focused on the process of effective speaking before an audience, specifically on the use of various methods of self-expression, may it be in formal or informal occasions. This course orients the students with the three areas of knowledge in speaking namely the mechanics, the functions, and the social and cultural rules and norms by providing authentic practice that prepares students for real-life communication experiences and interactions. It also integrates some listening activities to reinforce the students' listening skills.

❖ **COURSE AIMS:**

To enable students to understand and write grammatically correct sentences.

❖ **COURSE OBJECTIVES:**

This course is designed to enable students to:

1. Sharpen their public speaking skills by preparing, rehearsing, and integrating personalized feedback;
2. Observe the social and cultural rules that apply in various communication situations;
3. Create their own messages in a dynamic speech interaction;
4. Speak publicly in a convincing and confident style;
5. Improve vocal emphasis, modulation, and pacing;
6. Build audience rapport through vocal delivery and body language; and,
7. Deliver dynamic, effective speeches that are clear and succinct.

❖ **COURSE CONTENT:**

| TOPICS |
|--|
| The Nature of Public Speaking |
| The Basic Elements of Speech Making |
| Preparing the Speech |
| The Significance of Good Speech Delivery |
| Impromptu Delivery |
| Extemporaneous Delivery |
| Memorized Delivery |
| Textual Delivery |
| Informative Speech |
| Persuasive Speech |
| Testimonial Speech |
| Demonstration Speech |
| Entertaining Speech |
| Speech of Introduction |
| Speech of Welcome & Farewell |
| Presiding a Program |
| Monologue |
| Debate |

❖ **TEACHING METHODOLOGY:**

Lecture/Discussion, Guided Practice, Direct Practice, Video-taping and critiquing and Recording and playback

❖ **COURSE REQUIREMENTS:**

Individual Participation, Pair-Work Participation, Group Participation, Speech Making/Delivery Activities, Homework/Assignment, Midterm Examination and Final Examination.

❖ **TEACHING MATERIALS:**

Sample of Speeches, Video/movie clips of speakers and Recorded speeches.

| | |
|---|---------------------------|
| Course title: Academic WritingI | Course Code: EN222 |
| PRE-REQUISITE: Composition III (EN215) | |

❖ **COURSE DESCRIPTIONS:**

This course enables students to develop the writing skills they need to become successful writers in their academic and post-academic careers. Course topics focus on students' disciplines and include writing summaries, different types of essays, annotated bibliographies, and critiques. It will also discuss plagiarism and citation of sources. Whenever possible, students work on assignments.

❖ **COURSE AIMS:**

To enable students to understand and write better academically.

❖ **COURSE OBJECTIVES:**

To become better readers of academic texts

To understand the process of academic writing better

To become more proficient at various types of academic writing

To learn to edit your own writing

❖ **COURSE CONTENT:**

| TOPICS |
|---|
| Introduction to the course |
| Writing Process and Revision process |
| Paragraphs and their Structures |
| Classification and Definition essays |
| Comparison and Contrast essays |
| Cause and Effect essays |
| Paraphrasing and Summarizing |
| Real Life Writing - The Essay |
| Writing a formal Letter & Professional E-mail |
| The Annotated Bibliography |
| The Argumentative Essay |
| Determiners, Critiques |
| Writing the Research Paper |

❖ **TEACHING METHODOLOGY:**

Lecture Method, Interactive games and exercises, Team work, Collaborative writing, Introducing models, Teacher demonstration, Process writing, Teacher scribing.

❖ **COURSE REQUIREMENTS:**

Attendance and participation, Written productions and assignments, Midterm / Final Exam.

❖ **TEACHING MATERIALS:**

Course sheets, Worksheets and PowerPoint presentations.

| | |
|---|---------------------------|
| Course title: Phonetics II | Course Code: EN333 |
| PRE-REQUISITE: Phonetics I (EN328) | |

❖ **COURSE DESCRIPTIONS:**

This course concentrates on the supra-segmental features of English language including stress patterns in words and sentences in addition to intonation patterns.

❖ **COURSE OBJECTIVES:**

1. To help students to understand and acquire the native accent.

2. To improve the students' pronunciation.

3. To teach students how to transcribe phrases, sentences and paragraphs using IPA symbols and stress marks.

4. To make students recognize the intonation patterns in speech.

❖ **COURSE CONTENT:**

| TOPICS |
|------------------------------------|
| Revising the English sounds. |
| Syllable structure |
| Cont.. Syllable structure |
| Stress Patterns |
| Con.. Stress Patterns |
| Intonation patterns |
| Con.. Intonation patterns |
| Strong and weak forms |
| Con.. Strong and weak forms |
| Transcribing phrases |
| Transcribing sentences |
| Practice in phonetic transcription |

❖ **TEACHING METHODOLOGY:**

Lecture and discussion, Individual practice, Quizzes, Listening and imitating.

❖ **COURSE REQUIREMENTS:**

Lecture attendance and participation, Doing assignments, and Midterm / Final Exam.

❖ **TEACHING MATERIALS:**

Handouts, Audio material, Data show, Board & marker.

| | |
|---|---------------------------|
| Course title: Translation II | Course Code: EN216 |
| PRE-REQUISITE: Translation I (EN111) | |

❖ **COURSE DESCRIPTIONS:**

This course includes theoretical and practical aspects of translation. The student will learn the fundamentals of translating literary works, letters, legal documents, newspapers, commercial advertisements, and other materials. The student will become familiar with various theories of translation and will learn to implement them in his or her own translations. The practical aspect gives the students the chance to move backward and forward among major particularities that range from the word as a translation unit to a whole text stressing what is meant by context, register, equivalence, synonymy, etc.

❖ **COURSE AIMS:**

1. To train the students to translate different texts (political, legal, administrative and literary)
2. To provide students with a basic framework for understanding and evaluating aspects of English-Arabic-English translation

❖ **COURSE OBJECTIVES:**

1. To introduce students to translation theories, the usage of English and Arabic terminology data bases and the technology of translating short texts.
2. To draw students' attention to differences between the two languages in terms of structure and style for the sake of avoiding literal translation and semantic distortion.

❖ **COURSE CONTENT:**

| TOPICS |
|---|
| Various theories of translation |
| Types of translation |
| Cultural transposition and borrowing |
| Comparative linguistic |
| Kinds of meaning |
| Morphological, lexical and semantic repetition |
| Differences between English and Arabic in syntactical structures |
| Language variation, including register, dialect, idiolect, sociolect and jargon |
| Translation techniques |
| Translation practice from English into Arabic |
| Translation practice from English into Arabic |
| Translation practice from English into Arabic |

❖ **TEACHING METHODOLOGY:**

Lecture Method, Interactive Training Method.

❖ **COURSE REQUIREMENTS:**

Coursework Work Book, Texts for translation.

❖ **TEACHING MATERIALS:**

Ghazala, H. (1995) Translation as problems and solutions: A coursebook for university students and trainee translators. (ELGA).

| | |
|--|---------------------------|
| Course title: An Introduction to Literature | Course Code: EN217 |
| PRE-REQUISITE: NONE | |

❖ **COURSE DESCRIPTIONS:**

This course introduces the students to concept of literature and prepares them to study different genres of English literature. It includes definition of Literature, scope and relevance of studying literature, genres of literature, and significant features of each genre with examples of texts; description of major literary devices, techniques and terms. It will also include the different ages of English literature; special features of each period with examples of texts and authors; brief review of World literatures in English.

❖ **COURSE OBJECTIVES:**

1. To acquaint students with the definition, evolution and growth of literature
2. To impart an overall awareness of the different genres of literature like poetry, prose, drama and novel.
3. To develop the students' aptitude to appreciate literary works and promote creative thinking.

❖ **COURSE CONTENT:**

| TOPICS |
|---|
| Definition of Literature |
| Scope and relevance of studying literature |
| Genres of literature –Prose |
| Genres of literature –Novel |
| Genres of literature –Poetry |
| Genres of literature –Drama |
| History of English Literature: Origins-1600 |
| History of English Literature: 1600-1800 |
| History of English Literature: 1800-1900 |
| History of English Literature: 1900-2012 |
| Literary Terms |
| Literary Terms |

❖ **TEACHING METHODOLOGY:**

Lecture Method, Assignments, Group work.

❖ **COURSE REQUIREMENTS:**

Attendance, Assignments, Individual/Pair work/Group Activities.

❖ **TEACHING MATERIALS:**

Study materials and compiled texts, PPT Presentations, CD.

| | |
|---|---------------------------|
| Course title: Research Methodology | Course Code: EN437 |
| PRE-REQUISITE: Academic Writing IV (EN332) | |

❖ **COURSE DESCRIPTIONS:**

The Research Methodology Course engages students in some practical activities on how to do a research to ensure that they can (practically) utilize all the theoretical knowledge and the skills they have learnt about research. The course is also designed to offer students with ample and useful opportunities in practicing the steps and procedure needed to conduct a research. In a nutshell, the course aims to help students to 'know' the research rather than to know 'about' the research.

❖ **COURSE OBJECTIVES:**

1. To develop the students' understanding of research in practical terms
2. To engage students in practical activities on how to do a research
3. To help students to 'know' the research rather than to know 'about' the research

❖ **COURSE CONTENT:**

| TOPICS |
|---|
| <p>Introductory lecture</p> <ul style="list-style-type: none"> □ Getting to know the students personally and academically. □ Introducing the overall aims and objectives as well as the content of the course. <p>How to Prepare a Research Proposal</p> <ul style="list-style-type: none"> □ The contents of a proposal □ What makes a good proposal? □ Reasons why research proposals fail |
| <p>The General and Specific Research Proposal Guidelines</p> <p>In this lecture, students will be introduced to the general guidelines of a research proposal. They will also be shown the specific guidelines for their research a proposal which they are expected to do as requirement for this course. A copy of these guidelines is given to each student to help them with their research proposals.</p> |
| <p>Choosing a topic and working title</p> <p>At this stage, students should be thinking of the topic as well as a working title for their Research Proposal following the research guidelines. Students are also expected to have thought very careful about the following: Aim/s and objective/s of the study, Statement of the problem/s, Significance of the study, Expected outcome/s.</p> |
| <p>At this stage, students should be thinking of the topic and as well as a working title for their Research Proposal following the research guidelines. Students are also expected to have thought very careful about the following: Aim/s and objective/s of the study, Statement of the problem/s, Significance of the study, Expected outcome/s:</p> |
| <p>Literature Review</p> <p>At this stage of the course, students should be searching, reading and assessing different sources to get the required background about the topic and to include these sources in their literature review .</p> |
| <p>Literature Review (continued)</p> <p>At this stage of the course, students should be searching, reading and assessing different sources to get the required background about the topic and to include these sources in their literature review .</p> |
| <p>Deciding on the Research Methodology</p> <p>At this stage, students are expected to think about their research question/s and/or hypothesis, research design, sampling, data collection (research method/instrument) as well as their data analysis method.</p> |
| <p>Deciding on the Research Methodology (continued)</p> <p>At this stage, students are expected to think about their research question/s and/or hypothesis, research design, sampling, data collection (research method/instrument) as well as their data analysis method.</p> |
| <p>Deciding on the Research Methodology (continued)</p> <p>At this stage, students are expected to think about their research question/sand/or hypothesis, research design, sampling, data collection (research method/instrument) as well as their data analysis method.</p> |
| <p>Writing-up</p> <p>At this stage, all students are expected to be in the writing-up stage where they will need to write down all the above mentioned steps following the instructions stated in their Research Proposal Guidelines.</p> |
| <p>Writing-up and Finalizing</p> <p>At this stage, all students are expected to be making the final touches on their Research Proposal and ready to submit their work.</p> |
| <p>Preparing for oral defence</p> <p>Students are expected, at this stage, to have had submitted a copy of their Research Proposal for</p> |

assessment and they, as a partial requirement for this course, should be getting ready for defending their work before a committee.

- ❖ **TEACHING METHODOLOGY:** Lectures, A teacher student tutorial/discussion, Group discussion, Peer discussion.
- ❖ **COURSE REQUIREMENTS:** Completing all written and non-written assignments (On Time), Self-reliability, Commitment, Punctuality.
- ❖ **TEACHING MATERIALS:** Text-books, The English Department Research Guidelines handbook, The research Proposal guidelines.

| | |
|--|---------------------------|
| Course title: Poetry | Course Code: EN224 |
| PRE-REQUISITE: Introduction to Literature (EN217) | |

❖ **COURSE DESCRIPTIONS:**

This is a fundamental course on poetry. In this course the focus is on poetry with its elements and types, literary works, poems and sonnets.

❖ **COURSE AIMS:**

To enable students to understand and write grammatically correct sentences.

❖ **COURSE OBJECTIVES:**

1. To let the students understand poetry and its elements.
2. To understand and go through some poems and literary works.

❖ **COURSE CONTENT:**

| TOPICS |
|---|
| Introduction to poetry. |
| Elements of poetry. |
| Types and kinds of poems. |
| William Shakespeare's life. |
| William Shakespeare's works in details. |
| Introduction to the selected works. |
| Medieval ballads 'The Farmer's Curs'd Wife' |
| Christopher Marlowe's 'The Passionate Shepherd to His Love' |
| William Shakespeare's sonnets 18, 29. |
| Shelly's 'Ode to the West wind' |
| Elizabeth Browning's 'How do I love Thee' |
| Thomas Hardy's 'The Darkling Thrush' |

❖ **TEACHING METHODOLOGY:**

Lecture Method, Interactive Training Method, Deductive method of teaching grammar.

❖ **COURSE REQUIREMENTS:**

Study Materials, Attendance, Class Participation, and Midterm / Final Exam.

❖ **TEACHING MATERIALS:**

Handouts and materials.

| | |
|---|---------------------------|
| Course title: Introduction to Applied Linguistics | Course Code: EN225 |
| PRE-REQUISITE: Introduction to linguistics (EN218) | |

❖ **COURSE DESCRIPTIONS:**

This course is designed to provide students with an opportunity to reflect and further develop their understanding of both theoretical and practical considerations in the field of language learning and teaching. It encourages students to develop a broad theoretical base reflecting current cutting edge research within Applied Linguistics and related disciplines. Additionally, this course makes links between the different disciplines such as Sociolinguistics and Psycholinguistics which contribute to the knowledge of language learning and issues related to language pedagogy.

❖ **COURSE OBJECTIVES:**

- 1- To provide a broader background about the field of applied linguistics in general.
- 2- To acquaint the students with common concepts and terminologies within the field, and how this area of research informs language learning and vice versa.
- 3- To introduce students to some of the key debates in applied linguistics in the different subfields.
- 4- To improve the students' linguistic as well as communicative skills through the employment of up-to-date teaching methods.

❖ **COURSE CONTENT:**

| TOPICS |
|--|
| What is applied linguistics? The needs for applied Linguistics. The scope of applied linguistics |
| Standard English - The difference between prescription and description. -an applied linguistics perspective - code-switching and language choice |
| Languages in the contemporary world - Language and languages - Language death The growth of English |
| Cont.- English and Englishes -English as a lingua franca (ELF) |
| Theories of language learning and teaching Language learning and language acquisition Theories of language learning and teaching The cognitive approach |
| Implication for language teaching Communicative competence |
| Essential areas in applied linguistics First and second language acquisition |
| Individual Learner differences and the role of input |
| Critical applied linguistics What is critical applied linguistics? Concerns of critical applied linguistics |
| Methods of language teaching The grammar translation method The direct method |
| The audio lingual method Cognitive and habit information theory |
| The natural approach The communicative approach |

❖ **TEACHING METHODOLOGY:**

Lectures, PowerPoint presentation, Discussion, Pair work and group work activities.

❖ **COURSE REQUIREMENTS:**

Active Participation in class discussions, Punctuality, and Midterm / Final Exam.

❖ **TEACHING MATERIALS:**

Handouts from different books which are related to Applied Linguistics.

| | |
|--|---------------------------|
| Course title: Interpreting | Course Code: EN223 |
| PRE-REQUISITE: Translation II (EN216) | |

❖ **COURSE DESCRIPTIONS:**

This course includes translation of a variety of texts including those dealing with current affairs, the activities of international organization, legal documentation, science and technology, literature and advertising. Emphasis is laid on the three main text types: exposition (news reporting, definition etc.), instructional (contracts, treaties, agreements etc.) and argumentation (editorials, publicity material etc.). The course also includes consecutive interpreting, simultaneous interpreting, and translation techniques.

❖ **COURSE AIMS:**

1. The course participants are versed in problems of translating and interpreting. They are able to translate professional articles and they are aware of problems connected with it. They realize differences between English and Arabic and, in consequence, they do not make the most frequent

mistakes regarding the literal translations.

2. To acquire competence in the two languages Arabic and English.

3. To acquire competence in practical translation.

❖ **COURSE OBJECTIVES:**

1. To provide this training in the basic modalities (written translation, screen translation, localisation, sight translation, liaison interpreting and consecutive interpreting and areas of translation and interpreting.

❖ **COURSE CONTENT:**

| TOPICS |
|--|
| Analysis of text. |
| Translation methodology |
| Localisation |
| Technical translation |
| Interpreting notes |
| Liaison interpreting |
| On sight translation |
| Consecutive interpreting. |
| Interpreting techniques |
| Translation practice from English into Arabic |
| Translation practice from English into Arabic |
| Translation practice from Arabic into English. |

❖ **TEACHING METHODOLOGY:**

Lecture Method, Interactive Training Method.

❖ **COURSE REQUIREMENTS:**

Coursework Book, Texts to for translation and interpretation.

❖ **TEACHING MATERIALS:**

Ghazala, H. (1995) *Translation as problems and solutions: A course book for university students and trainee translators*. (ELGA).

Different types of texts for translation.

| | |
|--|---------------------------|
| Course title: English for Specific Purposes | Course Code: EN336 |
| PRE-REQUISITE: NONE | |

❖ **COURSE DESCRIPTIONS:**

The aim of this course is to provide an overview in the field of ESP. It looks at its definitions, aims, and types. It also delves on the other important concerns of ESP such as language issues and need analysis.

❖ **COURSE OBJECTIVES:**

1. To learn the different aims, concepts, and types of ESP
2. To be aware of the important issues and concerns of ESP
3. To understand key assumptions about learning ESL through ESP
4. To recognize the importance of analysing learners' needs

❖ **COURSE CONTENT:**

| TOPICS |
|---|
| Introduction to the development of ESP |
| Definition and aims in ESP; Key notions on ESP |
| ESP: Approach not Product |
| Needs analysis in ESP |
| Materials evaluation |
| The Syllabus |
| Materials design |
| English for Science and Technology (EST) which includes (EAP, EOP, English for Medical Studies and English for Technicians) |
| ----same topic---- |
| English for Business and Economics (EBE) which includes (EAP, EOP, English for Economics, |

| |
|--|
| and English for Secretaries) |
| ----same topic---- |
| English for Social Sciences (ESS) which includes (EAP, EOP, English for Psychology and English for Teaching) |
| Evaluation |

❖ **TEACHING METHODOLOGY:**

Lecture/Discussion, Pair-Group activities on analysing needs.

❖ **COURSE REQUIREMENTS:**

Class participation in lecture and discussions, Individual/Pair/Group activities, and Midterm / Final Exam.

❖ **TEACHING MATERIALS:**

Worksheets, Video footage/clips, Desktop/laptops/data show, Computer speakers.

| | |
|---|---------------------------|
| Course title: Academic WritingII | Course Code: EN326 |
| PRE-REQUISITE: Academic WritingI (EN222) | |

❖ **COURSE DESCRIPTIONS:**

The Academic Writing Course focuses on development of academic writing skills by raising awareness of, practicing and reflecting upon the conventions of written texts. In addition, the course will help the students become familiar with genres of and enhance skills related to critique, argumentation and research-based writing. Students will acquire an awareness of and ability to use effectively the discourse patterns of Academic English, improve critical reading and thinking skills, have an opportunity to develop writing process through generating ideas, drafting, and learn to take into consideration the expectations of their readership with regard to academic discourse conventions.

❖ **COURSE OBJECTIVES:**

1. To help students select, read and assess relevant academic sources for their future research
2. To help students distinguish between academic writing and personal writing
3. To explain the various stages of the writing process and why they are important
4. To help students understand and apply the conventions of academic writing.

❖ **COURSE CONTENT:**

| TOPICS |
|---|
| <p>Introductory lecture</p> <p>Getting to know the students personally and academically.</p> <p>Introducing the overall aims and objectives as well as the content of the course.</p> |
| <p>Background to Academic writing</p> <p>The purpose of academic writing</p> <p>Common types of academic writing</p> |
| <p>Avoiding plagiarism</p> <p>What's is plagiarism?</p> <p>Acknowledging sources</p> <p>Degree of plagiarism</p> |
| <p>Avoiding plagiarism</p> <p>Avoiding plagiarism by summarizing and paraphrasing</p> <p>Avoiding plagiarism by developing a good study skill</p> |
| <p>Finding key points and note-making</p> <p>Note-making methods</p> <p>Findings key points</p> <p>Finding relevant points</p> <p>Effective note-making</p> |
| <p>Paraphrasing</p> <p>The elements of paraphrasing</p> <p>Techniques of paraphrasing</p> <p>Some in- class activities on paraphrasing in the assigned book.</p> |
| <p>Summarising</p> <p>What makes a good summary?</p> |

| |
|--|
| Stages of paraphrasing Some in- class activities on summarising in the assigned book. |
| Reference and quotation Why use references? Citation and references Reference verbs and systems Using quotation Organizing the list of references Referencing the internet sources |
| Introductions and conclusions Introduction contents Introduction structure Opening sentences Conclusions |
| Re-writing and proof-reading Re-writing Proof-reading Confusing pairs |
| Elements of writing Argument and discussion Cause and effect Cohesion Comparisons |
| Practical Activities Some in-class practical activities on some of the skills which have already been covered in the course (e.g. proof-reading, paraphrasing, summarizing andreferencing. |

❖ **TEACHING METHODOLOGY:**

Lectures.

❖ **COURSE REQUIREMENTS:**

Attending and participating actively in all lectures, Taking tests and exams as scheduled, Punctuality.

❖ **TEACHING MATERIALS:**

Text-book, Power-point slides and handouts.

| | |
|---|---------------------------|
| Course title: Syntax | Course Code: EN440 |
| PRE-REQUISITE: Introduction to Applied Linguistics (EN225) | |

❖ **COURSE DESCRIPTIONS:**

This course is the extension of some previous courses: (Grammar I, Grammar II, Advanced Grammar, and Introduction to Linguistics). This course looks at English grammar from a different point of view. It gives a systematic description of English syntax. On the whole, this course gives a careful and a simple account of major areas of English syntax that will provide a foundation of more advanced work in theoretical linguistics.

❖ **COURSE OBJECTIVES:**

- 1- To familiarize students with the syntactic issues – phrase, clause, etc...
- 2- To enable students analyse phrase using IC (immediate constituent) analysis.
- 3-To enable students analyse phrase using tree diagrams analysis.
- 4- To expose students to some transformational rules.

❖ **COURSE CONTENT:**

| TOPICS |
|--|
| An introductory lecture about what will be taken in the whole semester |
| The constituents of a sentence: form and function |
| Phrases constituents: using tree diagrams. Noun Phrase- Determiners |
| Noun phrase : pre-determiner , determiner , post-determiner. pre-modification. Post-modification |
| Verb phrase : transitive, intransitive, ditransitive, |

| |
|--|
| Verb phrase: intensive, complex-transitive , prepositional |
| Clausal constituents: the constituents of multiple sentence produced by coordination or by embedding |
| Theories of syntactic analysis: IC analysis |
| Phrase structure rule |
| Transformational generative grammar |
| Transformational rules: deep structure. |
| Deep structure and surface structure |

❖ **TEACHING METHODOLOGY:**

Classroom Interactions, Lecturing, Book reviews, Group discussions.

❖ **COURSE REQUIREMENTS:**

Attending lectures, Participating, Taking exams as scheduled.

❖ **TEACHING MATERIALS:**

Whiteboard, Power-point, Markers, textbooks and handouts.

| | |
|---|---------------------------|
| Course title: Phonology | Course Code: EN441 |
| PRE-REQUISITE: Introduction to Applied Linguistics (EN218) | |

❖ **COURSE DESCRIPTIONS:**

This course consists of two parts:

1. Theoretical part

This section of the course is started to provide a general background of the theory behind phonology. These theories (such as, Behaviourism Theory and Cognitive Theory) help the students to explain some phenomena for acquiring a language (such as, the different between phoneme and allophone).

Other theories (such as, Phonemic Theory and Generative Linguistics or Linear Phonology) are introduced to guide the students to recognize how the speech or spoken sounds can be occurred and what happens when sounds occur in particular grammatical or phonetic contexts.

2. Practical Part

This part of the course aims to practicing some exercises that are related to the concept of Phonemic analysis (Contrastive and Complementary Distribution) as the latter help the students to identify if a particular sound belongs to that language or not and whether that sound in this language is 'a phoneme' or 'allophone' (e.g. {[l]} and [ɫ] are they phonemes or allophones in English language?).

❖ **COURSE OBJECTIVES:**

1. To help the students understand the Linguistics use of phonology.
2. To enable the students understand and exercise 'Phonological Theory'.
3. To encourage the students take charge of their own learning for phonological issues.

❖ **COURSE CONTENT:**

| TOPICS |
|--|
| Introduction to the Principle of Phonology |
| Common Properties of Phonological Theories |
| The Fundamental Concepts of Phonology |
| Phonological analysis and Phonemic analysis |
| Contrastive Distribution |
| Complementary Distribution |
| Exercises on contrastive and complementary distribution |
| The Goals of Phonology (based on Phonological Theories) |
| **The Goals of Phonology (based on Phonological Theories)** |
| Phonological Rules (part 1) |
| Phonological Rules (part 2) |
| Phonological Processes and Constrains |

❖ **TEACHING METHODOLOGY:**

Introducing the lesson and explain it by giving some exercises, At the end of the lecture the students are asked to answer a question related to the lesson.

❖ **COURSE REQUIREMENTS:**

The students should have previous background in Segmental and Suprasegmentally phonetics, They should have a general idea about linguistics and its theories.

❖ **TEACHING MATERIALS:**

Handout covering the phonological theories and issues, because this course depends mainly on developing the students' ability towards the phonological aspects. Doing exercises on the board are also used.

| | |
|---|---------------------------|
| Course title: Morphology | Course Code: EN442 |
| PRE-REQUISITE: Introduction to Applied Linguistics (EN218) | |

❖ **COURSE DESCRIPTIONS:**

This course provides an introduction to morphology that presupposed little exposure to linguistics. This course is mainly devoted to the problems of word-formation processes. It deals with different types of morphemes; moreover it sheds some light on the inflectional and derivational morphology.

❖ **COURSE OBJECTIVES:**

This course has the following objectives:

1. To help students understand the linguistics use of Morphology.
2. To enable students understand and exercise morphological analysis
3. To enable students develop an analytical bent of mind towards the morphological units across the languages.

❖ **COURSE CONTENT:**

| TOPICS |
|---|
| An introduction to Morphology |
| The Structure of English words |
| Words formation processes |
| Types of Morphemes:(free and bound morphemes) Affixes, Stems, and Base. Inflectional and Derivational Morphemes. |
| Types of Morphemes: Multiple Affixation, compounding, Conversion, Morphological Typology. |
| Introducing to Lexical Morphology: Derivation in lexical morphology Inflection in lexical morphology. |
| Lexical Rules: Differences between lexical and post-lexical morphology |
| Productivity in word formation. |
| Inflectional and Derivational morphology. |
| **Inflectional and Derivational morphology** |
| Appraisal Morphology |
| Prosodic and Template morphology. |

❖ **TEACHING METHODOLOGY:**

Classroom Interactions, Lecturing, Book reviews, Group discussions.

❖ **COURSE REQUIREMENTS:**

Attending lectures, Participation, taking exams as scheduled.

❖ **TEACHING MATERIALS:**

Whiteboard, Power-point, markers, textbooks and handouts.

| | |
|--|---------------------------|
| Course title: Novel | Course Code: EN327 |
| PRE-REQUISITE: Introduction to Literature (EN217) | |

❖ **COURSE DESCRIPTIONS:**

Novel is an important genre in English literature. This course offers to the students a study of two significant novels. One is Jonathan Swift's *Gulliver's Travels* and the other novel is Jane Austen's *Pride and Prejudice*. Both these novels are land-mark novels, written by famous British novelists. While the former one is a simple and interesting satirical novel on human frailties, the latter one is a domestic novel by a woman novelist.

❖ **COURSE OBJECTIVES:**

1. To read, understand and evaluate these two prescribed novels.
2. To analyse the stylistic aspects, aiming to develop the linguistic skills of the learners.

❖ **COURSE CONTENT:**

| TOPICS |
|---|
| Introduction to Novel and its development |
| Introduction to Jonathan Swift and Gulliver's Travels |
| Detailed reading of the novel |
| Textual analysis continues |
| Continuation of the same |
| Discussion of questions and answers |
| Introduction to Jane Austen and Pride and Prejudice |
| Chapter-wise study of the novel |
| Continuation of the same |
| Textual analysis continues |
| Discussion of questions and answers |
| Film show of the novel/ novels, if available. |

❖ **TEACHING METHODOLOGY:**

Lecture, Group work, Film showing.

❖ **COURSE REQUIREMENTS:**

Regular attendance, Active participation in classroom activities, Good discipline and academic culture during lectures, Sincere efforts in doing assignments, and submission of assignment work on time.

❖ **TEACHING MATERIALS:**

Original texts of the two novels mentioned in the course description, Rose Study Guide.

| | |
|--|---------------------------|
| Course title: Varieties of English Language | Course Code: EN331 |
| PRE-REQUISITE: NONE | |

❖ **COURSE DESCRIPTIONS:**

This is a fundamental course on English Grammar. In this course the focus is on acquainting the students with basic parts of a sentence, phrase, a clause and the parts of speech such as verbs, noun forms, pronouns and determiners.

❖ **COURSE AIMS:**

To enable students to understand and write grammatically correct sentences.

❖ **COURSE OBJECTIVES:**

1. To let the students understand the first four parts of speech such as verb forms, noun forms, pronouns, and determiners, the basic parts of a sentence, subject+ verb agreement and common errors in English usage
2. To understand and analyse the rules of grammar in order to write grammatically correct sentences.

❖ **COURSE CONTENT:**

| TOPICS |
|---|
| Introductory lecture |
| Background notions. Accent, dialect, language and variety. |
| Home and colony, colonial lag and dialect mixing. |
| The spread of English, Models of English. |
| Vocabulary (borrowing, coining) |
| Grammar (syntax, morphology) |
| Spelling (lexical distributional differences) |
| Variation in the system |
| Pronunciation (input varieties) |
| Influences from contact languages. |
| Influences from other colonies. |
| Influences from later immigrants. |
| Influences from world English. |
| Becoming independent (British, American and southern hemisphere Englishes) |

❖ **TEACHING METHODOLOGY:**

Lecture Method, Interactive Training Method, Deductive method of teaching grammar.

❖ **COURSE REQUIREMENTS:**

Coursework Book, Study Materials, Attendance, Class Participation, and Midterm / Final Exam.

❖ **TEACHING MATERIALS:**

Exercise Book.

| | |
|---|---------------------------|
| Course title: Comparative Literature | Course Code: EN446 |
| PRE-REQUISITE: An Introduction to Literature (EN217) | |

❖ **COURSE DESCRIPTIONS:**

This course introduces Comparative Literature to the students. The focus will primarily be on showing the interaction between Western and Eastern literature. Although all Arab Students of European Languages are in fact students of Comparative literature, very little research has been done in the field. Thus, the objective of this course is to introduce students to theory of comparative literature, giving them the chance to reflect the analogies as well as differences between Arab culture and western culture.

❖ **COURSE OBJECTIVES:**

1. Understand and contextualize a host of relevant material relating to comparative literature and translation studies.
 2. Draw analogies as well as differences between Arab culture and Western culture.
 3. Think about how to apply theory of comparative literature to a selection of literature that they want to compare.
 4. Sharpen their critical and analytical skills.
 5. Learn about the various debates that surround the field of comparative literature and translation studies.
 6. Research and present a paper on the selected topics.
- ☐ Improve their linguistic and intellectual skills.

❖ **COURSE CONTENT:**

| TOPICS |
|---|
| Introduction to comparative literature and its politics |
| Comparative literature and translation studies |
| Comparative literature and travel literature |
| An Introduction to Arab Literature |
| Studying and analysing a comparative study on Tawfiq al-Hakim's Ahl al-kahfand al-Sultaan al-Ha'irand Edward Bond's Early Mourning and Lear |
| Evaluating and analysing the thematic similarities between al-Hakim and Bond's pieces. |
| Evaluating and analysing the thematic differences between al-Hakim and Bond's pieces. |
| Evaluating and analysing the technical similarities between al-Hakim and Bond's pieces. |
| Evaluating and analysing the technical differences between al-Hakim and Bond's pieces. |
| A comparative study between Ibrahim al-Koni's The Bleeding of the Stone and Ernest Hemingway's The Old Man and the Sea |
| Evaluating and analysing the thematic similarities and differences between al-Koni and Hemingway's pieces |
| **Continuation of the same** |

❖ **TEACHING METHODOLOGY:**

Lectures, Interactive lectures.

❖ **COURSE REQUIREMENTS:**

Readings from library, A short weekly quiz on assigned reading.

❖ **TEACHING MATERIALS:**

- A. Comparative Literature: A Critical Introduction by Susan Bassnett (Oct 18, 1993)
- B. Tawfiq al-Hakim's Ahl al-kahfand al-Sultaan al-Ha'ir
- C. Edward Bond's Early Mourning and Lear
- D. Ibrahim al-Koni's The Bleeding of the Stone
- E. Ernest Hemingway's The Old Man and the Sea.

| | |
|---|---------------------------|
| Course title: Semantics and Pragmatics | Course Code: EN443 |
| PRE-REQUISITE: Introduction to Applied Linguistics (EN225) | |

❖ **COURSE DESCRIPTIONS:**

This course combined two fields of linguistics; Semantics and Pragmatics. Semantics deals with the relationships between the form and meaning of linguistic expression (morpheme, words, phrases, and sentence). This course explores the organization of the semantic structure of language and acquaints students with the types of analysis involved in this enterprise.

Pragmatics is the study of language in context. It focuses on how to understand what someone is trying to communicate while speaking and writing, especially how the particular words and structures are used for the purpose of getting to understand just what the speaker intends. Given that the meaning of a word or structure depends on how it is used, the physical and cultural contexts within which communication occurs will be looked into to develop an understanding of the role they play in the communication of meaning.

❖ **COURSE OBJECTIVES:**

1. To examine aspects of linguistic meaning and language use.
2. To observe the relation between linguistic expressions and objects in the world.
3. To describe sense properties and sense relations.
4. To provide a better understanding of how the human mind is able to express an infinite variety of thoughts and experiences.
5. To understand the interaction between language use and English grammar.

❖ **COURSE CONTENT:**

| TOPICS |
|---|
| Basic ideas in semantics. What is Meaning? Language and meaning, meaning, mind and world, the place of semantics in linguistics theory, Conceptual and associative meaning. |
| The Word Meaning Semantics features. Words, grammatical categories, lexical relations, derivational relations |
| Sentence Semantics 1: Situations Situation types, aspect, modality |
| Sentence Semantics 2: Participants Thematic roles, grammatical relations, verbs and thematic grids, voice |
| Formalization of word meaning Componential analysis, Meaning postulates, Selection restrictions |
| LOGICAL SEMANTICS: Formalization of sentence meaning Propositional calculus, Logical connectives, |
| LOGICAL SEMANTICS Truth-conditions and logical form, Compositionality, Reflexivity. |
| What is pragmatics? its correlation with other disciplines |
| Context, Deixis, Expressive and Reference |
| Sense properties and stereotype, sense relation |
| Logic About logic, A notion for simple propositions, connectives, references |
| Speech acts and politeness, Conversational Implicature and Implication relations |

❖ **TEACHING METHODOLOGY:**

Lectures, Discussions, Power-Point presentation, Exercises that are on pair or group.

❖ **COURSE REQUIREMENTS:**

Regular class attendance and active participation in class discussions.

❖ **TEACHING MATERIALS:**

Handouts from the books which are related to the course.

Sample Written Works

| | |
|---|---------------------------|
| Course title: Psyc-and Sociolinguistics | Course Code: EN335 |
| PRE-REQUISITE: Introduction to Linguistics (EN218) | |

❖ **COURSE DESCRIPTIONS:**

This course focuses on Psychology of language and studying language and society. The students will be specifically studying the impact of language on individuals and society, along with its etymology. This course will also discuss theories in language acquisition.

❖ **COURSE OBJECTIVES:**

1. To recognize and appreciate the role of psychology in language acquisition.
2. To discuss theories of language acquisition, and manifestations of conflict in first and second

language
acquisition

3. To discuss the impact of language on individuals and society.

4. To stress the etymology (of terms) involved in the study.

❖ **COURSE CONTENT:**

| TOPICS |
|--|
| Psycholinguistics, etymology , concept, importance, the scope and its relationship to other linguistic sciences . |
| Research methods in psycholinguistics Relationship between language and thought. |
| The same as 'Week Two |
| Child language characteristics and stages of development |
| Language acquisition and theories of Behaviourism and mentalism or innate theory (nature or nurture ?) |
| Socio-linguistics Concepts, importance, origins, fields mono-lingualism, bi-lingualism, pidgins and Creoles, linguistic communities. |
| The same as 'Week Six |
| Impact factors, individual language development. |
| The same as 'Week Eight |
| Accents, dialects, causes of these phenomena. eg. Geographical factors . language , society and culture. Social dialects, registers and jargons. |
| The same as 'Week Ten' |
| The standard dialects and the benefits of standardization The pioneer .(Daniel Jones), manifestations and linguistic groups. |

❖ **TEACHING METHODOLOGY:**

Lectures, Group work, Tutorials pair work discussions.

❖ **COURSE REQUIREMENTS:**

Human, Skeleton (THE BRAIN), Lecture hall, language laboratory, projector and screen.

❖ **TEACHING MATERIALS:**

Books, references white board, objects and charts, markers and websites.

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|---|---------------------------|
| Course title: Discourse Analysis | Course Code: EN444 |
| PRE-REQUISITE: Introduction to Applied Linguistics (EN218) | |

❖ **COURSE DESCRIPTIONS:**

This is a two credit course of the seventh semester. Students should have Applied Linguistics as a prerequisite for this course. This course unit is intended as an introduction to some of the main approaches to discourse analysis.

Discourse analysis is the study of language in use. It focuses on how speakers/writers use linguistic units beyond the sentence level, in linguistic, social and cultural contexts, to convey information about the world, but also to perform actions, to fulfil certain functions, and to enact social identities.

❖ **COURSE OBJECTIVES:**

1.To equip students with the necessary skills to write a dissertation (Project Work).

2.To understand the structure of a text, cohesion and coherence in writing,

3.To use discourse markers, understanding the linguistic and paralinguistic features of a text which are the skills that the students acquire through this course.

❖ **COURSE CONTENT:**

| TOPICS |
|---|
| Introduction to Discourse Analysis- Different Interpretations |
| Discourse and Treatment of Text |
| The concept of text, Cohesion and coherence |
| Speech-events and the co-operative principle |
| Communication strategies |
| The concept of schema |

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| Kinds of Analysis- critical, socio cognitive, political, discursive, conversational |
| References- exophoric, anaphoric, cataphoric |
| Application theories |
| Dimensions of Discourse, Genres of Discourse |
| Analytical Approaches used in Linguistic Discourse Analysis |
| Application of theories: Examination of texts |

❖ **TEACHING METHODOLOGY:**

Lecture method, Illustrative Techniques.

❖ **COURSE REQUIREMENTS:**

Study material, Printed text books.

❖ **TEACHING MATERIALS:**

Interactive white-board, internet access to the classroom (if any).

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|---|---------------------------|
| Course title: Literary Criticism | Course Code: EN447 |
| PRE-REQUISITE: An Introduction to Literature (EN217) | |

❖ **COURSE DESCRIPTIONS:**

This course offers a good knowledge of important literary theories and techniques of writing practical criticism. The Principles of Literary Criticism encompasses a wide range of criticism, starting from Plato. However, an important, judicious selection, up to the present post- modern scenario is made, regarding the literary theories and texts for practical criticism. This course would enable the learners to read, understand, appreciate and evaluate any literary work, applying appropriate literary theories.

❖ **COURSE OBJECTIVES:**

1. To understand the principles of literary criticism and theories.
2. To analyse the given new literary text, applying appropriate literary theories, learnt during the course.

❖ **COURSE CONTENT:**

| TOPICS |
|--|
| Introduction to literary criticism and its history |
| Moral, Biographical and Archetypal criticisms |
| Psychological, Formal and Marxist theories |
| Modern, Postmodern and Deconstruction theories |
| Structuralism, Post-structuralism and Feminism |
| Postcolonial, Eco-centric and Queer theories |
| Training in practical criticism |
| Exercises in practical criticism |
| Continuation of the same |
| Practical criticism continues |
| Practical criticism continues |
| Practical criticism continues |

❖ **TEACHING METHODOLOGY:**

Lecture, Group work, Film showing.

❖ **COURSE REQUIREMENTS:**

Regular attendance, Active participation in classroom activities, Good discipline and academic culture during lectures, Sincere efforts in doing assignments, and submission of assignment work on time.

❖ **TEACHING MATERIALS:**

A. Rose Study Guide

B. Literary pieces for practical criticism are also given in the study guide

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|--|---------------------------|
| Course title: Critical Reading II | Course Code: EN221 |
| PRE-REQUISITE: Critical Reading I (EN214) | |

❖ **COURSE CONTENT:**

| TOPICS |
|----------------------------------|
| Introduction to Critical reading |

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|---|
| Advanced vocabulary skills, vocabulary building strategies |
| Understanding the structure of a text- premise, assumptions, conclusion |
| Facts, opinions, types of evidence |
| Denotative and connotative meaning of words |
| Understanding the tone/attitude of the passage and author's bias |
| How to read with a questioning mind- Importance of reading with a critical mind |
| Grasping the structure of an author's thinking |
| Inference- Reading between the lines |
| Predicting and reading with anticipation |
| Understanding the structure of arguments |
| Inductive and deductive reasoning |

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|---|---------------------------|
| Course title: Public Speaking II | Course Code: EN329 |
| PRE-REQUISITE: Public Speaking I (EN220) | |

❖ **COURSE CONTENT:**

| TOPICS |
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| The Nature of Public Speaking |
| The Basic Elements of Speech Making |
| Preparing the Speech |
| The Significance of Good Speech Delivery |
| Impromptu Delivery |
| Extemporaneous Delivery |
| Memorized Delivery |
| Textual Delivery |
| Informative Speech |
| Persuasive Speech |
| Testimonial Speech |
| Demonstration Speech |
| Entertaining Speech |
| Speech of Introduction |
| Speech of Welcome & Farewell |

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|---|---------------------------|
| Course title: ELT Methods | Course Code: EN330 |
| PRE-REQUISITE: Introduction to Applied Linguistics (EN225) | |

❖ **COURSE CONTENT:**

| TOPICS |
|---|
| Introduction |
| TESOL 6 Principles + The Ideal TESOL Classroom |
| Grammar Translation Method + Direct Method + Audio-Lingual Method |
| Silent Way + Desuggestopedia + Total Physical Response |
| Community Language Learning |
| Communicative Language Learning |
| Communicative Language Teaching |
| Content-based + Task-based Instruction |
| Project-based + Problem-based Instruction |
| Skills-based Instruction + Participatory Approaches |
| Learning Strategies, Cooperative Learning, & Multiple Intelligences |
| |
| Differentiated Instruction + Post-Method + Eclectic |
| Integrated technology: Blended learning & Flipped Learning |

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|---|---------------------------|
| Course title: CALL | Course Code: EN334 |
| PRE-REQUISITE: Introduction to Applied Linguistics (EN225) | |

❖ **COURSE CONTENT:**

| TOPICS |
|--|
| Introduction What is CALL? e-learning, blended learning, & Distance learning Roles of computers in teaching & learning |
| - Teaching and Learning Languages with technology - How Computers can be used in the EFL classroom? |
| Using technology to adapt authentic materials |
| Language Skills and technology |
| Vocabulary and Grammar and technology |
| Digital games and language learning |
| Web, Blogs, Wikis, and Social Media in the language classroom |
| Experiencing a mobile language learning application |
| Types of CALL Applications |
| Types of CALL Activities |
| CALL in low-tech Contexts |

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|--|---------------------------|
| Course title: Comparative Literature | Course Code: EN446 |
| PRE-REQUISITE: Introduction to Literature (EN217) | |

❖ **COURSE CONTENT:**

| TOPICS |
|---|
| Introduction to comparative literature and its politics |
| Comparative literature and travel literature |
| Studying and analysing a comparative study on Tawfiq al-Hakim's Ahl al-kahf and al-Sultaan al-Ha'ir and Edward Bond's Early Mourning and Lear |
| Evaluating and analysing the thematic similarities between al-Hakim and Bond's pieces. |
| An Introduction to Arab Literature |
| Comparative literature and translation studies |

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| Course title: French I | Course Code: EN105 |
| PRE-REQUISITE: NONE | |

❖ **COURSE CONTENT:**

| TOPICS |
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| -Se présenter et demander de se présenter - Demander des informations personnelles. |
| - Saluer et prendre congé |
| Interroger Qui est-ce Qu'est-ce que c'est ? |
| Décrire sa famille |
| Les articles définis et indéfinis - Les pluriel des noms |
| - Les pronoms personnels - Les adjectifs de nationalité Verbes : s'appeler et être |
| Verbes : habiter - parler |
| Les pays les nombres de 1 à 20 |

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|--|---------------------------|
| Course title: French II | Course Code: EN110 |
| PRE-REQUISITE: French I (EN105) | |

❖ **COURSE CONTENT:**

| TOPICS |
|---|
| Décrire le physique d'une personne Fixer un rendez-vous Désigner des lieux et des actions |
| Proposer une sortie - Exprimer ses goûts et ses préférences |
| Les adjectifs qualificatifs de description Les verbes : prendre - faire |
| Les prépositions de lieu La négation Verbes : Aimer / détester Pouvoir - savoir - aller |
| Vocabulaire et structure pour parler de ses goûts alimentaires, vestimentaire ... etc |
| Le vocabulaire du portrait : La taille - l'allure - la grosseur |

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|---|---------------------------|
| Course title: Foreign Language | Course Code: FL400 |
| PRE-REQUISITE: French II (EN110) | |

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|-------------------------------|---------------------------|
| Course title: Arabic I | Course Code: GH150 |
| PRE-REQUISITE: (NONE) | |

❖ **COURSE CONTENT:**

| TOPICS |
|---|
| قواعد النحو واللغة: معناها وأقسامها |
| علامات الاسم من حيث: العدد، النوع (التذكير والتأنيث) والمدلول (التأنيث الحقيقي والمجازي) |
| البناء والإعراب، والمبني من الأسماء والأفعال والحروف |
| ***تكملة الموضوع*** |
| أحوال الإعراب وعلاماته الأصلية والفرعية |
| ما يعرب بالعلامات الفرعية: المثني - جمع المذكر السالم - جمع المؤنث السالم - الممنوع من الصرف - الأسماء الخمسة - الأفعال الخمسة. |
| ***تكملة الموضوع*** |
| الجملة الفعلية: الفعل الصحيح والمعتل |
| الفعل الجامد والمتصرف. |
| الفاعل وأحكامه، نائب الفاعل. |
| قواعد الإملاء: همزة الوصل والقطع، الهمزة في وسط الكلمة وآخرها. |
| التاء المفتوحة والمربوطة، الألف الطويلة والممالة. |

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|--|---------------------------|
| Course title: Arabic II | Course Code: GH151 |
| PRE-REQUISITE: Arabic I (GH150) | |

❖ **COURSE CONTENT:**

| TOPICS |
|--|
| النحو والبلاغة: المفاعيل: المفعول به (الفعل اللازم والمتعدي إلى مفعول واحد واثنين وثلاثة) |
| ***تكملة الموضوع*** |
| الحال |
| التمييز |

| |
|---|
| الجملة الاسمية: المبتدأ والخبر |
| المفعول المطلق، المفعول لأجله |
| ***تكملة الموضوع*** |
| كان وأخواتها: عملها، ومعانيها، وشروط عملها. |
| ***تكملة الموضوع*** |
| إن وأخواتها: عملها ومعانيها. |
| كاد وأخواتها: عملها، ومعانيها، وشروطها. |
| قواعد الإملاء: ما يحذف من الحروف وما يزداد. |

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| Course title: Arabic III | Course Code: GH152 |
| PRE-REQUISITE: Arabic II (GH151) | |

❖ COURSE CONTENT:

| TOPICS |
|---|
| دراسة الضمانر. |
| أسماء الإشارة. |
| الإضافة. |
| حروف الجر. |
| الفاعل وأحكامه، نائب الفاعل. |
| ***تكملة الموضوع*** |
| الفعل الجامد والمتصرف. |
| قواعد الإملاء: الفصل والوصل، وعلامات الترقيم. |
| الكشف في المعاجم |
| كتابة التقارير: تعريف التقرير - أهميته - عناصره - أنواعه - أسلوبه. |
| ***تكملة الموضوع*** |
| تطبيقات عامة على ما تم دراسته في الفصول الدراسية الماضية في مقررات اللغة العربية الثلاثة. |

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|------------------------|--------------------|
| Course title: Computer | Course Code: EN252 |
| PRE-REQUISITE: NONE | |
| Credits: 2 | Hours: 2 |

❖ COURSE CONTENT:

| TOPICS |
|--|
| مفاهيم أساسية - تعريف الحاسوب وخصائصه - أنواع الحواسيب - استخدامات الحواسيب |
| أجيال الحواسيب - المكونات المادية - وحدات الإدخال - |
| وحدات الإخراج - وحدة المعالجة المركزية - وحدة الحساب والمنطق - وحدة |
| التحكم والسيطرة - وحدات التخزين المختلفة - أنواع وتمثيل البيانات |
| النظم العددية (النظام العشري، النظام الثنائي، النظام الثماني، النظام السادس عشر) |
| البرمجيات (اللغات الدنيا، اللغات العليا، برمجيات النظم البرمجيات) |
| (، الشبكات، شبكة الانترنت وخدماتها المختلفة، وسائل الاتصال والتقنية |

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|-------------------------------|---------------------|
| Course title: Islamic Studies | Course Code: GI 101 |
| PRE-REQUISITE: NONE | |

❖ COURSE CONTENT:

| TOPICS |
|---|
| . مفهوم العقيدة الإسلامية |
| . تعريف الإيمان وأركانه |
| أسماء الله الحسنى، فضائلها، ومعانيها، فوائدها |
| أركان الإسلام: الشهادتان |
| . أحكام الصلاة |
| . أحكام الزكاة |
| . أحكام الصوم |

| |
|-----------------------------------|
| أحكام الحج |
| أحكام البيوع |
| الأداب الإسلامية: آداب طالب العلم |
| بر الوالدين - صلة الأرحام |
| الإحسان إلى الجار - إكرام الضيف |

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|--------------------------|---------------------|
| Course title: Statistics | Course Code: GS 140 |
| PRE-REQUISITE: NONE | |

❖ COURSE CONTENT:

| TOPICS |
|---------------------------------|
| الاحتمالات |
| قوانين الاحتمالات الضربية، |
| المتغيرات العشوائية واحتمالاتها |
| مفاهيم أساسية في الإحصاء |
| الانكفاء والترباط |
| عتبة دلالة الاختبار |

الخاتمة

وفي ختام هذا الدليل الذي يهدف إلى تعريف الطالب بأهم تفاصيل البرنامج الأكاديمي اللغة الإنجليزية وحيث احتوى هذا الدليل على الكثير من التفاصيل التي تهتم الطالب ونأمل أن يجد فيه الكثير من الاستفادة وفق الله الجميع.

اعتماد

مجلس إدارة الجامعة