



DEPARTMENTAL HANDBOOK

English Language Department	
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Table of Content

S. No	Items	P. No
1.	Table of Content	2
2.	Chapter One Structure and Organization of the Department	4
3.	Welcome Message	4
4.	Department Information	5
5.	Program Title	5
6.	Reasons for Establishing the Program	5
7.	Program Main Location	7
8.	Program Vision	7
9.	Program Mission	7
10.	Program Goals	7
11.	Department Organizational Chart	8
12.	Academic Department	9
13.	Head of Academic Department	9
14.	Department Council	11
15.	Program Coordinators	12
16.	Teaching Staff	13
17.	Chapter Two Department Committees	14
18.	Quality Assurance Committee	14
19.	Academic Accreditation Committee	14
20.	Training Committee	15
21.	Measurement and Evaluation Committee	15
22.	Unit Of Academic Advising	17
23.	E-Learning Unit	17
24.	Chapter Three Program Study Plan and Courses	18
25.	Program Study Plan	18
26.	Course Descriptions	21

27.	Chapter Four Study Regulations	45
28.	Definitions	45
29.	Studying Framework	46
30.	Final Test Procedures	50
31.	Transferring from One Major to Another Within the College	52
32.	The Visiting Student	52
33.	Offered Degree	52
34.	Admission Requirements	53
35.	Examination And Grading System	53
36.	Graduation Requirements	54
37.	Attendance	54
38.	Chapter Five Academic Staff	55
39.	Faculty Qualifications (Male Section)	55
40.	Faculty Qualifications (Female Section)	57
41.	Appointment And Employment Procedures and Regulations	57
42.	Responsibilities	58
43.	Chapter Six Academic Counseling Regulations	62
44.	Academic Counseling Regulations	62
45.	Electronic Academic Counselling	63
46.	Chapter Seven Students Rights and Responsibilities	64
47.	Charter Axes	64
48.	University Student Rights- Academic Field	65
49.	University Student Rights	66
50.	University Student Rights-The Non-Academic Field	67
51.	University Student Duties- Academic Field	67
52.	University Student Duties -The Non-Academic Field	68
53.	Chapter Eight Appendices	69

WELCOME MESSAGE:



The department is one of the first departments in the university as it dates to 1431 AH. With its unique mission of providing community with educational and research services, the department aims to preparing and training English language students in order to contribute to the development of the society. The Department of English at the College of Education offers a bachelor's degree in English language whereby students are committed to complete a modern, well-developed, and comprehensive study plan. This plan offers an array of introductory courses designed to develop students' knowledge in English language skills, literature, linguistics, TESOL, and translation.

This program aims at developing students' knowledge in language skills, global cultural understating, and communicative abilities to feed the Saudi labor needs in various fields including, but are not limited to, education, translation, media, and companies, among others. This stems from the department's mission and vision inspired by the university's expectations and strategic plan to be a one of the competitive academic institutions in the kingdom. The department also offers M.A degree in Applied Linguistics. English Language Department is proud to embrace distinguished and very well-experienced faculty members and researchers in applied linguistics, TESOL, sociocultural studies, translation, and literature.

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CHAPTER ONE

PART (1)
STRUCTURE AND ORGANIZATION OF THE DEPARTMENT

DEPARTMENT INFORMATION:

The Department of English is one of the oldest departments in the university. Its foundation dates back to the year 1430 AH, and it seeks to provide the community with educational and research services represented in teaching and training English language students to contribute to the development of their communities and societies.

PROGRAM TITLE: (English Language Program ELP).

REASONS FOR ESTABLISHING THE PROGRAM:

The department of English is dedicated to helping students become better educators, speakers, writers, and thinkers through the study of several courses. In addition, the program is committed to fostering an environment where the faculty will grow professionally and in which their interests in research, critical investigation, creative writing, editing, and other contributions to the discipline are encouraged, recognized, and appreciated. Economic, cultural and social reasons for establishing the program are as follows:

1. Economic Reasons:

- a. Keeping up to date with development needs and changes in labor market.
- b. The need of the labor market in the Kingdom of Saudi Arabia for the specializations of the program.
- c. The program supports the increase of knowledge capital in the Kingdom.
- d. Public and private sectors demand graduates specialized in English to work in several fields such as English language teaching, translation agencies, tourism agencies and administrative jobs in hospitals and government bodies.

2. Cultural Reasons:

- a. To bridge the cultural gap between the worldwide cultures and the Saudi culture through identifying norms, traditions and lifestyles which will highly contribute to the cultural knowledge among graduates. Graduates will be able to explore and understand English and American cultures as well as other international cultures.
- b. To promote cultural and scientific collaboration between different nations.

c. To foster cultural and religious tolerance.

3. Social Reasons:

- a. To provide job opportunities for graduates so they can be effective members in their society.
- b. To raise the social and cultural standards of the Saudi family and its income.
- c. To keep abreast of the latest developments in all the English language related fields.
- d. To link the program to the local community through training courses in language for all government and private sectors.

PROGRAM MAIN LOCATION: Majmaah University Main Campus, College of Education.

PROGRAM VISION

The English language program aims to attain academic excellence on national, regional, and international levels.

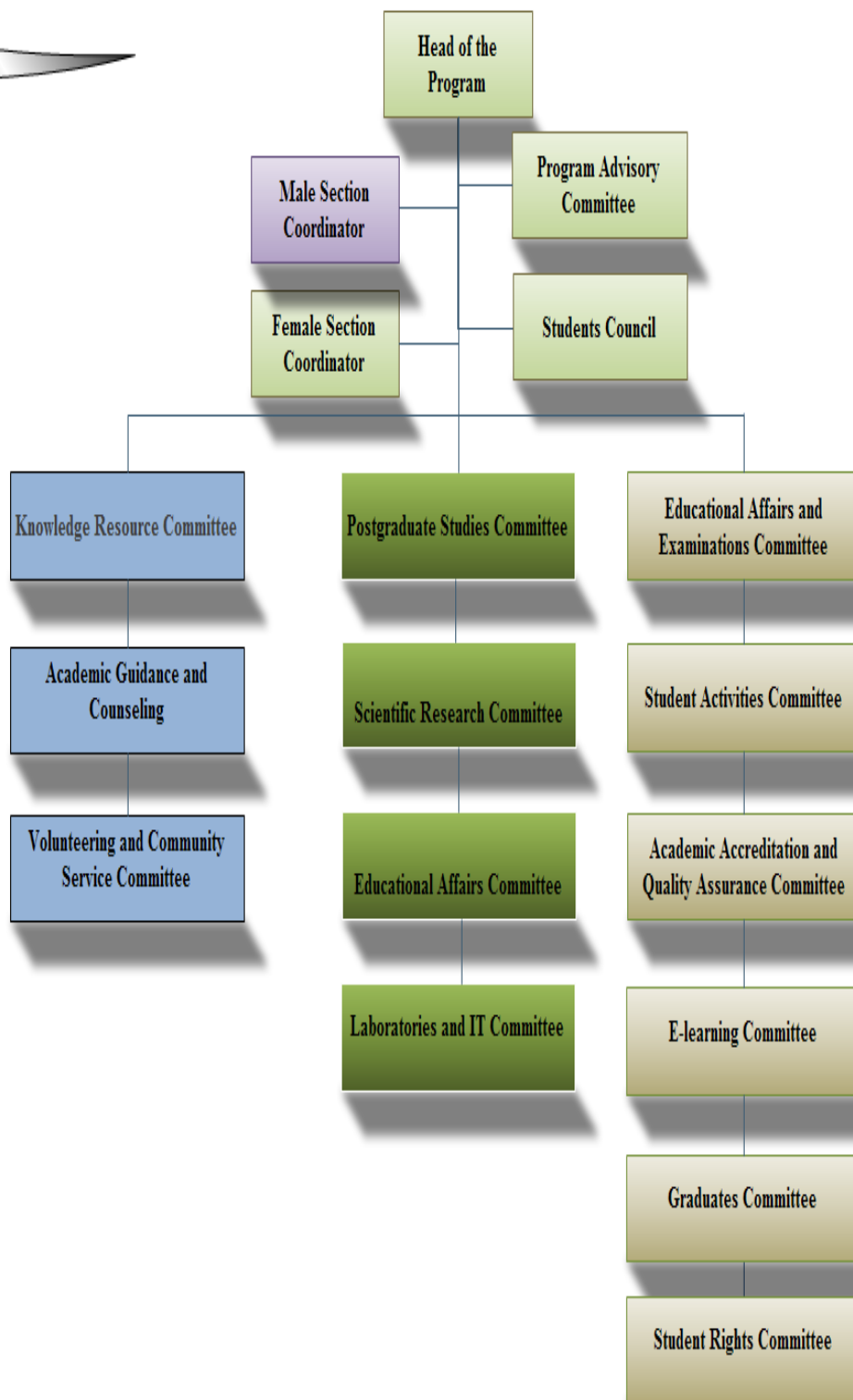
PROGRAM MISSION

Offering high-quality education in the English language and its subfields, equipping students with the necessary educational and research skills to meet the demands of the job market and community services.

PROGRAM GOALS

1. Maintaining quality education and implementing modern technologies in alignment with academic standards of excellence.
2. Preparing specialized professionals in English language fields to thrive in the competitive job market.
3. Fostering advanced research skills within the realm of English language studies.
4. Equipping students with the skills to actively contribute to local community initiatives.

Program Organizational Chart



ACADEMIC DEPARTMENT:

The academic department is truly intended to be the nucleus of work in the university, since it is the launch point of development, change and excellence of a faculty member and the like. The council of an academic department, on the other hand, is considered to be an integrated undertaking which comprises of constellation of faculty members' interaction and cooperation, since all proceedings pertaining to the department are undertaken in this departmental council.

HEAD OF ACADEMIC DEPARTMENT:

The head of an academic department is a Saudi faculty member, who is known for their excellence in an academic and administrative undertaking. As per the regulations, the head of an academic department is appointed for renewable two years issued by the president of the university based on a recommendation. Accordingly, the head of an academic department is responsible for running the academic, educational, research, administrative and financial affairs. At the end of every academic year, the head of an academic department is obliged to send a written report to the dean detailing the functioning of the department.

The Department Head is responsible for the following:

1. Chairing the Department Council and following up its recommendations.
2. Presiding over the department council and supervising the organization of its affairs.
3. Implementing the decisions of the College Council related to the department
4. Supervising the preparation of the department's operational plan and following up on its implementation.
5. Supervising the department's educational, research, administrative, financial, and cultural affairs.
6. Supervising the department's administrative, academic, and research development.
7. Supervising the provision of educational, research, administrative, and financial requirements.
8. Supervising raising the level of quality and developing educational outcomes.
9. Coordinating and developing the department's relations inside and outside the university.
10. Supervising the recruitment of faculty members in the department.
11. Following up the educational process, implementing its plans, and developing its academic programs.
12. Monitoring the performance of examinations and controlling the system within the department.
13. Supervising the various student activities in the department.
14. Application of quality standards and academic accreditation requirements.

15. Proposing the formation of committees related to the department's work.
16. Constant communication with the Vice-Deans of the College and heads of other scientific departments.
17. Coordination with the corresponding units at the university, in all that helps in performing duties.
18. Preparing a comprehensive annual report on the progress of the study, academic, administrative, and research performance in the department and submitting it to the dean of the faculty.
19. Work to implement the tasks delegated by the college council or its dean.
20. Implementation and follow-up of department council decisions.

DEPARTMENT COUNCIL:

The Department Council is the main governing body of the department. It is chaired by the head of the department and includes faculty as members. The council undertakes the decision-making process depending on consultations and discussions between the faculty and the head of the department. The council includes both male and female faculty belonging to different nationalities. This helps to enrich discussions since each member offers his own specific experiences and the final decision is made by the majority vote. The Department Council meets at least twice a month. However, if an urgent issue arises, a special meeting is called for. The program coordinator assumes responsibility in case of the head's absence. This ensures that work goes on smoothly without any hindrances.

Responsibilities: The Department Council is responsible for the following:

1. Proposing the study plan. Curricula, textbooks, and references.
2. Proposing the appointment of faculty members and those of similar rank and their promotions.
3. Deciding on student matters that fall within his specialization, based on regulations and systems.
4. Implementing the content of the study and examination regulations and their implementing rules.
5. Proposing the equivalence of the courses that the student passed outside the university.
6. Recommending the acceptance of transferring graduate students from inside and outside the university.
7. Study scientific research projects.
8. Distributing lectures, exercises, and teaching work to faculty members and the like.
9. Organizing and coordinating the work of the department.
10. Proposing the formation of permanent or temporary committees from among its members.
11. Executing tasks delegated to him by the college council or its dean.

12. Following up on teaching the courses within his specialization after approval by the University Council.

PROGRAM COORDINATORS:

There are two coordinators at the program level (Male and Female Sections). Department coordinator responsibilities and duties are as following:

1. Analyze and coordinate daily department activities.
2. Maintain department calendar and ensure to meet deadlines.
3. Prepare meeting agenda, schedule department meetings and distribute minutes.
4. Coordinate and organize department related special events.
5. Respond to work requests from department staffs in timely and accurate manner.
6. Assist in preparing and maintaining meeting materials and other department files.
7. Adhere to university policies and regulations.
8. Draft letters, correspondence, memos, charts, documents, tables, graphs, and plans as requested.
9. Maintain positive working relationships with department staffs and students.
10. Handle the responsibilities as assigned by the Head of English Department
11. Manages day-to-day functioning of the various departmental sites to ensure faculty attendance.
12. Monitors teacher performance.
13. Conducts professional development programs for teachers.
14. Sets up and manages site exam coordinating teams.
15. Receiving students' complaints.

TEACHING STAFF:

A faculty member is a person who is academically qualified to serve the university in teaching, conducting scientific research and performing community service. Faculty members are Professors, Associate Professors and Assistant Professors. A faculty member spends 35-40 hours per week teaching, research, supervision, administrative and clinical responsibilities, and participation in different committees.

The maximum teaching load of staff members and the like is as follows:

1. Professor 10 teaching units.
2. Associate Professor 12 teaching units.
3. Assistant Professor 14 teaching units.
4. Lecturer 16 teaching units to be reduced during her/his study.
5. Teacher Assistant 16 teaching units to be reduced during her/his study.
6. Instructor 18 teaching units.

The teaching unit, which continues for the whole semester, is the weekly theoretical lecture with a minimum duration of 50 minutes, or the weekly practical or field work with a minimum duration of 100 minutes. Staff members and the like shall have (35) thirty-five hours working hours per week, raised to (40) forty hours by a University Council resolution. The hours include teaching, researching, academic supervision, office hours, scientific committees and other academic works assigned by the University concerned bodies.

Part (2)

DEPARTMENT COMMITTEES

QUALITY ASSURANCE COMMITTEE:

This committee is dedicated to improving the quality of the program and the committee tasks of the committee are summarized as follows:

- ✓ Support the overall quality assurance process.
- ✓ Support continuous improvement processes to achieve high quality levels.
- ✓ Identify possible improvements.
- ✓ Overseeing the achievement of the college's Mission and objectives in order to improve performance.
- ✓ Promoting the values of excellence and stimulating competitiveness in all disciplines of the department.
- ✓ Enhancing the educational process by measuring performance indicators for their inputs and outputs
- ✓ Evaluating the performance of all categories in the department.
- ✓ Prepare annual report on the work of the committee, including achievements and any difficulties or obstacles that prevented the achievement of the desired goals; couple with proposals to overcome them and improve the work and develop them.
- ✓ Coordination with various department committees in the documentation process.

ACADEMIC ACCREDITATION COMMITTEE

✓ The Academic Accreditation committee in the department of English is responsible for preparing, following up the implementation of the necessary plans to meet the academic accreditation standards.

The committee tasks of the committee are summarized as follows:

Draw up plans, policies, and goals for academic accreditation in the college.

- ✓ Work on obtaining academic accreditation.
- ✓ Directing the awareness of the department's members about the requirements of academic accreditation.
- ✓ Continuous monitoring of the performance of the educational and administrative committees in the field of academic accreditation and quality assurance.

- ✓ Coordination with the Deanship of Quality and Skills Development in all aspects, which could enable the English language program to achieve high levels in the field of academic accreditation and quality assurance.

- ✓ Preparing self-study reports.

TRAINING COMMITTEE

The Department Training Committee is responsible for the development, planning, coordination, scheduling, and implementation of all Department training programs. The training committee is also considered as a self-development source in the program. The committee tasks are summarized as follows:

- ✓ Provide training programs to department members to develop their skills.

- ✓ Map out the specialized training needs of faculty members in the department and coordinate with the deanship of skills development in their implementation.

- ✓ Support the faculty members to provide services to the community.

- ✓ Encourage the faculty members to participate in attending the training programs and workshops offered by the Skills Development Deanship.

MEASUREMENT AND EVALUATION COMMITTEE:

Measurement and Evaluation Committee in the department is the link between the department and the Performance Measurement committee in the Deanship of Development and Quality to monitor the performance indicators and the strategic plan.

The tasks of the committee of measurement and evaluation are summarized as follows:

- ✓ Analyze data and conduct studies and statistics to provide information to improve overall performance of the department.

- ✓ Preparing measurement tools to assess aspects related to academic work.

- ✓ Applying various suitable measurement tools in cooperation with the relevant departments and committees.

- ✓ Measuring student satisfaction with the program of study, field training, and department services.

- ✓ Measuring the satisfaction of faculty members with department services.

- ✓ Organizing training courses and workshops related to academic evaluation tools and their application.

COMMITTEE OF ACADEMIC ADVISING

Academic advising represents an essential and central pillar of the educational system, as it is regarded as an objective response to confront the social, economic, and human variables within the system core and its educational philosophy. This committee is responsible for:

- ✓ Developing a plan for academic advising at the department.
- ✓ Welcoming new students on the first day of the academic year, preparing students to adapt to university environment and acquainting them with the college requirements, rules, policies and procedures that affect their educational achievement.
- ✓ Informing students about the vision, mission, and objectives of the educational program of the department.
- ✓ Providing students of the department with counseling on syllabuses and necessary skills as well as following up poor achievers and providing them with academic advice and counseling.
- ✓ Informing students and academic advisors, the roles, and duties of academic advising.
- ✓ Receiving students' complaints regarding courses or teaching staff.
- ✓ Considering the problems faced by students and suggesting necessary solutions.
- ✓ Following up the academic advisors (Including the receipt and delivering of academic advising forms between department members and the college central committee).
- ✓ Attending meetings of the Central Academic Advising committee at the College and conveying the department members also following up of the recommendations.
- ✓ Putting forward proposals on means to upgrade the academic program plan and the admission policies.
- ✓ Submitting an annual report including all the actions taken to implement the executive plan of the committee, with reference to the required areas of improvement.

E-LEARNING COMMITTEE:

This committee is responsible for:

- ✓ Overseeing all technical and administrative issues related to the university's E-learning platform at the department.
- ✓ Communicating with E-learning coordinators on the college and the university levels. 3- Providing department faculty with training to excel the use of available e-learning tools.
- ✓ Preparing reports requested by the department, college, and the university on e-learning.

- ✓ Coordinating between the male and female sections on academic and teaching material to be published and shared on the platform.
- ✓ Providing department faculty members with technical support and solving technical problems as well as reporting to parties concerned at the college and the university.
- ✓ Following up students' enrollment in the pages of faculty members at the university's platform.
- ✓ Preparing contingency plans in case of any technical malfunction in the university platform and training the department faculty members.

COMMUNITY COMMITTEE: This committee is responsible for:

- ✓ Link academic study and community service
- ✓ To highlight the role of the program in serving the community.
- ✓ Encourage outstanding initiatives for community service programs and activities.
- ✓ To promote the culture of volunteering to serve the community.
- ✓ Strengthening the links between the program and its graduates
- ✓ To view scientific and practical developments and all that is new in the fields of community service.

Part (3)**PROGRAM STUDY PLAN AND COURSES****PROGRAM STUDY PLAN: Required Course**

Level	Course Code	Course Title	Required Or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Department)
Level 1	ENGL 111	English Grammar and Writing Sentences 1			3	Department
	ENGL 112	Listening and Speaking 1			3	Department
	ENGL 113	Reading and Building Vocabulary 1			3	Department
	ENGL 114	Writing 1			3	Department
Level 2	ENGL 121	Communicative Grammar		ENGL 111	2	Department
	ENGL 122	Practical Phonetics		ENGL 112	3	Department
	ENGL 123	Reading and Building Vocabulary 2		ENGL 113	3	Department
	ENGL 124	CALL			3	Department
Level 3	ENGL 211	Introduction to Literature			3	Department
	ENGL 212	Listening and Speaking 2		ENGL 112	3	Department
	ENGL 213	Reading and Building Vocabulary 3		ENGL 123	3	Department
	ENGL 214	Writing 2		ENGL 114	3	Department
	ENGL 215	Introduction to Linguistics			3	Department
Level 4	ENGL 221	Principles of Literary Criticism			3	Department
	ENGL 222	British Novel and Drama		ENGL 211	3	Department
	ENGL 223	Collaborative Writing			2	Department
	ENGL 224	Introduction to Translation		ENGL 214	2	Department
	ENGL 225	Second Language Acquisition			3	Department
Level 5	ENGL 311	American Novel and Drama		ENGL 211	3	Department

	ENGL 312	Phonetics and Phonology		ENGL122 ENGL 212	3	Department
	ENGL 313	Applied Linguistics		ENGL 215	3	Department
	ENGL 314	Morphology		ENGL 215	3	Department
	ENGL 315	Advanced Translation		ENGL 224	3	Department
	ENGL 316	Language Learning Strategies		ENGL 225	2	Department
Level 6	ENGL 321	Survey of English Poetry		ENGL 211	3	Department
	ENGL 322	History of English Language			2	Department
	ENGL 323	Culture and Society			2	Department
	ENGL 324	Computer-aided Translation (CAT)		ENGL 215	2	Department
	ENGL 325	Sociolinguistics		ENGL 215	3	Department
Level 7	ENGL 411	Research Methods			3	Department
	ENGL 412	Semantics and Pragmatics		ENGL 215	3	Department
	ENGL 413	Syntax		ENGL 215	3	Department
	ENGL 414	Discourse Analysis		ENGL 224	3	Department
	ENGL 415	Special Topics in Translation		ENGL 215	3	Department
	ENGL 416	Ecolinguistics			2	Department
Level 8	ENGL 421	Advanced Literary Criticism		ENGL 221	2	Department
	ENGL 422	Historical and Comparative Linguistics		ENGL 215	3	Department
	ENGL 423	Language and Diplomacy		ENGL 215	2	Department
	ENGL 424	Language Evaluation and Assessment		ENGL 313	2	Department
	ENGL 425	Special Topics in Linguistics		ENGL 215	2	Department
	ENGL 426	Language teaching strategies			2	Department
	ENGL 427	Psycholinguistics			2	Department
	ENGL 428	Graduation project			2	Department

PROGRAM STUDY PLAN: Elective Course

Course Code	Course Title	Pre-Requisite Courses	Credit Hours	Elective Courses
SALM 101	المدخل إلى الثقافة الإسلامية		2	
SALM 102	الإسلام وبناء المجتمع		2	
SALM 103	النظام الاقتصادي في الإسلام		2	
SALM 104	اسس النظام السياسي في الإسلام		2	
ARAB 101	المهارات اللغوية		2	
ARAB 103	التحرير العربي		2	
101 SOCI	قضايا مجتمعية معاصرة		2	
ENT 101	ريادة الأعمال		2	
FCH 101	الأسرة والطفولة		2	
HAF 101	أساسيات الصحة واللياقة		2	
LHR 101	الأنظمة وحقوق الانسان		2	
VOW 101	العمل التطوعي		2	

Level 1

N	Course Name and Code	Credit Hours	Description
1	ENGL 111 Grammar and Sentence Writing 1	3	This course adopts the Focus-on-Form (FonF) Approach (see Michael Long's theory), to raise the students' awareness of fundamentals of English grammar while can still communicate effectively in a socially meaningful context. Grammatical elements targeted in the course (and which will also be continued in ENGL 121Communicative Grammar), include (but not necessarily limited to): English verb tenses, auxiliaries (be, have and do), modals, nouns (count, non-count, etc.), adjectives, adverbs, prepositions, intensifiers, modifiers, comparatives and superlatives, possessives, conditionals, etc. Within tenses particular focus is given to the differences between present and progressive, present and past tenses, past and past progressive, perfect tenses (present and past perfect), future expressions, etc. These forms are expected to be introduced, emphasized and made aware of, while largely utilizing the context of the sentence in a meaningful event/act.
2	ENGL 112 Listening & Speaking1	3	This course aims primarily to train students to develop good and effective speaking and listening skills. They will be trained to speak and listen actively and effectively for different purposes and in different social contexts. A wide range of speaking and listening strategies will be continuously described and emphasized throughout the course. English is a global language and students will be exposed to a variety of native and nonnative English accents. What is more, they will be trained to speak clearly, expressively and intelligibly to a wide range of English speakers and users (of various accents and cultural backgrounds). The course utilizes vast and varied audio and video-taped materials (multimodal materials) taught with a view to integrate listening and speaking with other major language skills (reading and writing). The Videos and audios will particularly help to train students on stress and connected speech features (intonation, assimilation, rhythm, etc.). Additionally, a wide range of speaking tasks have been designed which engaged the learners in individual speaking, dialogues in pairs, group discussions and role-play. Focus is also on preparing the students for language proficiency tests such as IELTS and iBT TOEFL tests. Instructors are required to keep updated and to be context-sensitive, flexible, dynamic and to vary both teaching and evaluation strategies (integrating teaching and testing).
3	ENGL 113 Reading 1	3	The aim of this course is to provide students with a good fundamental training on reading and vocabulary strategies and skills. The text reading strategies that will be focused on, include (but not limited to): common cognitive and metacognitive strategies, skimming, scanning, utilizing both linguistic and

			social context to interact more effectively with the text, using schema(background knowledge), making use of Intertextuality (the idea that texts largely shape and are constantly being shaped by other texts), text analysis strategies, discourse analysis strategies, summarizing, problematizing the topic (creating questions about it), explanation, modeling, scaffolding, etc. Fundamental vocabulary learning strategies will be emphasized in the course. Both intentional/direct and incidental/indirect vocabulary strategies will be catered for (again including but not necessarily limited to): guessing strategies, word association, background knowledge, word consciousness, glossing strategies, morphological and semantic analysis/mapping of words, definitions, dictionary use strategies, social strategies, multimodality, etc.
4	ENGL 114 Writing 1	3	Different types of paragraphs will be introduced, compared and practiced on. In particular, descriptive, process, opinion and narrative paragraphs will be emphasized. In addition, students will particularly practice argumentation and persuasion strategies, comparing and contrasting along with discussing techniques in writing (all contributing to critical thinking through critical writing). Furthermore, modern and postmodern techniques of writing including how technology has influenced writing, writing and identity and writing and culture will preferably be touched on. Students will be constantly reminded that writing is a continuous process of rewriting and redrafting and that is what most good writers actually do. They should also be taught to avoid bad writing habits/techniques such as verbosity, repetition, vagueness and rambling through a text. Punctuation as an important part of the mechanics of writing will continuously be emphasized throughout the course.
Level 2			
N	Course Name and Code	Credit Hours	Description
1	ENGL 121 Communicative Grammar	3	This course builds on ENGL 111 (Grammar and Sentence Writing) and continues its philosophy of Focus-on-Form Approach to teaching grammar. As such, the course aims to develop students' Communicative Competence marked by combining fluency with grammatical appropriateness via integrating grammar instruction and grammar practice with always a communicative approach to language teaching in mind. This course puts the accent on the actual act of communication. Thus, language structures are not supposed to be taught in isolation but integrated to the four skills of language and practiced in a meaningful context. The students must understand a grammatical structure and be able to use it in a variety of situations spontaneously and not just learn the patterns at the utterance level.
2	ENGL 122	3	This course is the first of a series of two courses in the department NEW Course PLAN that are prescribed for the study

	Practical Phonetics		and practice of English sounds (the other one being: ENGL 312 Phonetics and Phonology). As such, it assumes no previous background in Phonetics and Linguistics, and aims primarily at training students to both pronounce and understand the fundamentals of English pronunciation (along with the basics of the science of human speech sounds: Phonetics), effectively and intelligibly. Since the course will take a practical stance, students will be trained to pronounce correctly and intelligibly English sounds at both the segmental and suprasegmental levels: English vowels, diphthongs, consonants, syllable, stress and intonation.
3	ENGL 123 Reading and Building Vocabulary 2	3	The focus of this module is to improve the reading skills that the learners have acquired in the preliminary reading courses. The learners will be exposed to a variety of English texts to comprehend the meanings and ideas. The strategy will be to remove scaffolding gradually and lead the students to autonomous reading comprehension. Since vocabulary is a key factor in better reading, the students will be exposed to blocking vocabulary for decoding meanings, identifying forms and the usages in academic career. Activating prior knowledge allows students to tap into what they already know, building on this knowledge, and stirring a curiosity for more knowledge. Hence, pre-reading will involve skimming, guessing meaning and predicting meaning. Interactive reading aims to equip the learners with gist reading, reading for specific details and inferring ideas etc. Post-reading activities will be selected for the learners to develop analytical acumen and critical thinking by means of quizzes, summary writing, outlining, collaborative reading activities and creative testing. With a major thrust on academic reading skill, the course also aims to flow into integrated skills.
4	ENGL 124 Computer Assisted Language Learning (CALL)	3	This course provides students with a fundamental understanding of the principles underlying the use of computer technology in language learning and teaching as well as hands-on activities of designing and producing computer assisted language learning (CALL) programs and materials. The topics include computer and Internet basics, principles of computer assisted language learning, CALL software and website evaluation, using technology to teach/learn listening, speaking, reading, and writing skills, web-based CALL activities, using computer-mediated communication in language learning and teaching, and designing and creating CALL activities and programs.
Level 3			
N	Course Name and Code	Credit Hours	Description
1	ENGL 211 Introduction to Literature	3	The course aims to acquaint students with the fundamental concepts, theories, terms, genres, characteristics and functions of literature. There are five other courses of literature and criticism in our study plan, and this course should pave the way to them in both scope and method. Topics include: What is Literature, History of Literature, Literary Forms, Types and

			Genres ((poetry, novel, short story, drama, etc.), literary devices and techniques, literary movements, etc. The development of English literature from Old English (Anglo-Saxon Age) (e.g. the oldest known poem in English "Beowulf") to the twentieth and twenty first century literature, will be briefly surveyed (this will include- but may not be limited to- Neoclassic, Renaissance, Romantic, Victorian and the 20 th century movements).
2	ENGL 212 Listening and Speaking 2	3	The main purpose of the course is to train the students to develop their speaking and listening skills so that at the end of the course they will be able to handle specific communicative tasks. The focus of the course will be on practical language use. Every student will perform these tasks numerous times within the class. Extensive use will be made of audio and visual materials to train the students to listen to language used in different situations. Intonation drills will be covered so that students can produce language that approximates native language rhythms. Note-taking, developing outlines from lecturers and conversations and then using them while speaking also form a cardinal part of this course.
3	ENGL 213 Reading and Building Vocabulary 3	3	The focus of this module is on Reading Skills and Strategies, Building Vocabulary and Study Skills, Testing. These concentrations are carried over by providing students with new essays and questions that will enable them to gauge and improve their reading comprehension. Vocabulary, critical thinking skill-building and inferential comprehension activities provide the opportunity to practice necessary skills for standardized testing. Three hours a week are dedicated to teaching this course. This course is tailored to develop students' abilities to read, analyze and criticize various long texts. Students will practice some traditional reading skills such as skimming and scanning. Various topics will be discussed and analyzed. Students will be asked to identify the writer's stance or attitude towards the content of each passage they read. In addition to that, they are highly encouraged to express their opinions on and attitudes towards the topics discussed in the classroom. Moreover, they are highly motivated to spark their imagination to discuss and write about some topics they read such as imagining they are writing a résumé and to apply the techniques they learn on how to write a successful résumé. Students are highly encouraged to interact with each other in some activities which motivate group-work.
4	ENGL 214 Writing 2		This advanced course aims at developing writing communicative skill in academic and professional life of the learners. Writing arguments and making analysis of various phenomena will afford the students to demonstrate their ability in generating and synthesizing ideas with certain amount of critical thinking and creativity. At the same time, they will not only learn how to make written communication within an organization (Memo Writing), but also acquire the capability of communicating with the parents of the students as professional teachers. Besides, developing an effective CV with a cover

			letter is an integral part of this course. There is a parallel interactive activity – a diagnostic assignment or a project - in which each student or a group of students may choose a focused learner from intermediate or secondary school. A short test and a questionnaire will be used as tools to gather data about the focused learner’s proficiency in English, on the one hand, and to evaluate his perception and motivation, on the other. On the basis of this data, they will write a report ranging from 700 to 1000 words, suggesting remedies for the problems of the focused learner.
5	ENGL 215 Introduction to Linguistics		Linguistics is the scientific study of language, and this course aims to acquaint students with the central modern linguistics theories, approaches, terms, concepts and sub disciplines. The branches of linguistics (both micro and macro) will be briefly defined and explained. The various definitions of language, its nature, origin and evolution will also be discussed (drawing on Lyons and Yule is recommendable in this respect). Micro-level branches of linguistics such as (Phonetics, Phonology, Morphology, Syntax, Semantics, etc.), will all be surveyed. In addition, the course will introduce students briefly to important sub disciplines of Macro linguistics (Pragmatics, Sociolinguistics, Applied Linguistics, Educational Linguistics, Historical Linguistics, Comparative Linguistics, Psycholinguistics, Discourse Analysis, etc.). The new and emerging trends and sub disciplines of linguistics such as Cognitive Linguistics, Neurolinguistics, Eco linguistics, Bio linguistics, Computational Linguistics, Developmental Linguistics, Clinical Linguistics, etc.), will also be briefly defined and explained as the course proceeds. Furthermore, students are also expected to be introduced, in a bit more detailed manner, during the survey, to some particular domains of linguistics such as Language Acquisition and Learning, Language Change, Language and Culture.
Level 4			
N	Course Name and Code	Credit Hours	Description
1	ENGL 221 Principles of Literary Criticism	3	This course aims to introduce the main ideas, concepts, principles and methods of literary criticism. It first surveys the history of literary criticism’s movements and approaches since the Greeks and Romans up to the late 19 th and the early 20 th centuries. The most prominent figures and the seminal works of criticism across this long period will be briefly surveyed. (Plato (The Republic), Aristotle (Poetics), Horace, Longinus, Sidney, Dryden, Pope, Samuel Johnson, Wordsworth, Coleridge, Shelley, Matthew Arnold, Jakobson, Bakhtin, C. Brooks...). Based on the idea that literary criticism has always been closely related to literary practice and that literary criticism develops in connection to literary writing, shapes it and is in turn shaped by it, the historical study will be combined with an aesthetical approach that focuses on particular literary movements,

			<p>concepts and practices. We will particularly study the practice of Romantic writing as a literary trend in relation to Romantic criticism (Wordsworth, Coleridge and Shelley), and Victorian Criticism (Matthew Arnold's Touchstone Method...) in relation to Victorian literary writing. The teaching methodology will mainly use lecturing, class discussions, seminars, and participation of students with oral presentations. As to evaluation, it will include quizzes, tests, one mid-term exam, written assignments, term projects and oral presentations.</p>
2	ENGL 222 British Novel and Drama	3	<p>The course surveys the development of British drama and novel from the time of Chaucer up to the modern and postmodern ages. To this end, it casts light on the most central writers, works, movements and their general historical, social, and cultural contexts and milieus. Some representative works will receive more emphasis throughout the survey via highlighting their major critiques and critical evaluation. Whilst the study of these works will chiefly mirror the interplay between British literature and British history, references can also be made to overseas influences and intersexuality. Instructors should maximise students' benefit from this survey not only via the knowledge of British literature, but also by promoting their reading and writing proficiency.</p>
3	ENGL 223 Collaborative Writing	2	<p>Unlike independent or individual writing, collaborative writing tasks involve two or several people, exchanging ideas and sharing responsibilities and power to produce an interactive written document. The course will train students to acquire collaborative writing skills via a variety of collaborative writing strategies and methods. All or some of the five types of collaborative writing commonly identified in literature may be used (Single Author Writing, Sequential writing, Parallel Writing, Reactive Writing and Mixed Mode Writing). The course will also encourage the many benefits of collaborative writing such as critical thinking, creative thinking, integrating communication skills such as writing, reading, taking, listening, etc. In addition, the course will draw on the Socio-cultural Approach to particularly maximize students' benefits from brainstorming and peer reviewing activities along with providing them with an opportunity of training on co-authorship and interdisciplinary thinking. Throughout the course, writing is emphasized as a dynamic process involving multiple stages and activities (prewriting, while-writing and post-writing). Among other tasks, a project of a short essay may be required to be completed every week. The selection of a textbook for this course (and for all courses in our study plan, for that matter) will generally tend to be more dynamic and flexible (keeping in mind the course philosophy, aims and expected outcomes any textbook that is deemed to best realizing these, may be selected).</p>
4	ENGL 224 Introduction to Translation	2	<p>This course is part of a series of four courses constituting together the translation component of the new Department Study Plan (the other courses are: ENGL 315 Advanced Translation, ENGL 324 Computer-aided Translation and ENGL 415 Special</p>

			Topics in Translation and Interpretation). As such, it is intended to introduce students to the fundamentals of Translation Studies paving the students' way to the subsequent much more advanced courses of translation. Students will be familiarised with a diverse range of translation concepts, theories, approaches and terms: Translation and Translation Studies, Translation and Linguistics, Fundamental Theories of Translation, Translation Types, Strategies and Methods, Forms of Translation studies (e.g. product-based, process-based, function-based translation studies, other approaches, etc.), Translation and Meaning, Translation vs. Interpretation, Translation and Pragmatics, Back-translation, Translation and Technology, Common Problems of Translation (e.g. the problem of equivalence vs. variations, ambiguity, untranslatability, culture-bound expressions/texts, etc.) (these problems will also be taken up further in ENGL 415 Special Topics in Translation and Interpretation).
5	ENGL 225 Second Language Acquisition	3	Second Language Acquisition (SLA) is a course designed for undergraduates at the college of Education at Majmaah University. SLA is an interdisciplinary sub-branch of applied linguistics which investigates the theories, concepts, nature, strategies and problems of acquiring and learning second/foreign languages. The study of SLA aims, among other things, to provide students with necessary steps and strategies that help them understand and acquire second languages. The course examines second language acquisition from a variety of perspectives: linguistic, psychological, social, cultural, educational, cognitive, etc. This will include, among others, Behaviourist and Mentalist theories, Acculturation and Socio-cultural perspectives, Krashen's Monitor Theory (and his acquisition-learning distinction), Innateness and Universal Grammar, Interaction Hypothesis, Input and Output Hypotheses, etc. What is more, related issues such as Native-Nonnative, Monolingualism-Bilingualism, etc., will be touched on as the course proceeds. The processes and strategies of learning language skills may particular more emphasis drawing on some local or world practices.
Level 5			
N	Course Name and Code	Credit Hours	Description
1	ENGL 311 American Novel and Drama	3	The course is a complete survey of the American novel and drama from its beginning to the near present. Pioneer novelists and dramatists should be focused on along with their major works. Instructors should manage a quick and brief discussion for most of the landmark American dramas and novels; however, they must concentrate on selected works in details. The course should also cover the different movements, approaches and attitudes that dominated the American novel and drama throughout different ages. The impact of World War II on American novels and dramas has to be identified and discussed.

2	ENGL 312 Phonetics and Phonology	3	This course builds on the previous ENGL 122 Practical Phonetics course and includes the basic elements of English phonetics and phonology. Both Phonetics and Phonology study the human speech sounds, but each one with different perspectives/interests (phonetics with physical, articulatory and acoustic orientation, whilst Phonology more concerned with the functions of the sounds in specific languages). The course and aims primarily at training students to both pronounce and understand English sounds effectively and intelligibly. The main focus here will be on the descriptions, analyses and practices of segmental and supra-segmental features of English (vowels, consonants, diphthongs, Syllable-Stress- intonation- connected speech: rhythm –assimilation- elision, along with a set of other phonological processes). Students will not be trained on RP (Received Pronunciation) solely, but will also be trained to understand a wide range of English accents (native/non-native) (including the New English accents)..
3	ENGL 313 Applied Linguistics	3	Applied linguistics is an interdisciplinary subfield of linguistics that deals with all aspects of linguistic theory that can be put into practice to bridge the gap between linguistic theory and practical fields such as language teaching and learning, translation, language therapy, forensics, counseling, computing, etc. The scope of the field has broadened enormously in the past three decades enabling it to branch out into an infinite range of increasingly new subfields: Forensic Linguistics, Clinical Linguistics, Biolinguistics, Neurolinguistics, Computational Linguistics, Peace Linguistics, Conversation Analysis, etc. To start with, the course will survey the definition, history, and scope of Applied Linguistics. It will then primarily discuss the central theories, approaches, ideas, terms, and methods of Applied Linguistics in the domain of language teaching and language learning such as EFL learners’ second language learning problems, difficulties, challenges and how to solve those them, Contrastive Analysis, Error Analysis, Transfer, Approaches and Methods of Language Teaching, Linguistic Theory and Translation, Language Learning Strategies and Styles, etc. The course will then devote a module to acquainting students with a range of recent domains of the subject generally outlined above.
4	ENGL 314 Morphology	3	Morphology is the sub-branch of linguistics which studies the structure of words and word-formation processes. This course purports to provide students with: (1) A working knowledge of word structure and word-formation processes (roots, bases and stems, prefixing/infixing/ circumfixing, morpheme/allomorph, lexicon, mental dictionary, inflectional/grammatical vs. derivational/lexical morphology, lexical gaps/neologisms, etc.). (2) A basic understanding of a variety of word-formation processes (compounding, blending, back-formations, pullet surprises, reduplications, eponyms, clippings, acronyms, abbreviations, etc.). (3) Skills to analyses and use English words effectively and creatively in speaking and writing, and (4) Ability to argue intelligently and soundly and to think critically,

			analytically and innovatively with and about language (e.g. lexical gaps and neologisms). Instructors may use a wide range of methods including: lecturing, class seminars/presentations, response papers, peer-teaching, etc. Assessment: Instructors are encouraged to combine both traditional and modern methods of assessment (testing, quizzes, response papers, etc.).
5	ENGL 315 Advanced Translation	3	This course focuses on various advanced issues in translation and translation studies. More specifically, it will investigate equivalence at different levels. Central translation problems will be considered and discussed. The discussions will be anchored in practical exercises and translation from English into Arabic and from Arabic into English of texts from different genres and with different communicative functions. The course includes examples and exercises from new genres such as audiovisual translation, scientific translation, oral interpreting, website translation, and news/ media translation. It also includes a companion website featuring further examples and tasks. The teaching methodology of this course tends to be multifaceted, varied, and dynamic in such a way that a variety of forms, models and techniques are combined and integrated (conventional instruction methods, brain storming, classroom discussions, elicitation, pair/group work, cooperative learning, tutoring (when necessary), self/ peer correction, etc.). Similarly, evaluation subsumes a set of strategies and techniques (exams (mid/final), quizzes, homework, class participation, oral presentations, written assignments, projects, etc.).
6	ENGL 316 Language Learning Strategies	2	Learning strategies are essential components of a curriculum, as bridges between competence and process. This course aims at developing writing communicative skill in academic and professional life of the learners. The basic idea is that students will learn content and language (particularly the more sophisticated language needed for academic tasks) more effectively by using learning strategies. The strategies of learning a language (L1/L2) is an interdisciplinary field of linguistics, involving, among other disciplines, applied linguistics, psycholinguistics, sociolinguistics, language education, sociolinguistics, etc. It seeks to investigate and understand the various Cognitive, Meta-cognitive and Affective strategies which learners employ in order to help them learn a language.
Level 6			
N	Course Name and Code	Credit Hours	Description
		3	The course introduces students to the different literary periods of English poetry. It would cover the main five literary periods of English poetry: Neo-classical, Romantic, Victorian, Modern and Post-modern with an introduction to Old English, Middle English and Renaissance periods. This survey of poetic literary periods would include selective poems of representative poets for each period. It would be as succinct and as comprehensive as

1	ENGL 321 Survey of English Poetry		possible. The philosophy of the survey would mix history with art where the poems mirror the era, and the era explains the poems. The distinctive characteristics of each epoch (the political and cultural together with the artistic/aesthetic features) would be discussed. The survey may include poetic materials from outside Britain (The American and possibly World Englishes poetry, too). The teaching of poetry would adopt an approach in which Form and Function are combined and interconnected. Students will be exposed to different ways of reading a poem (see Eagleton's book 'How to Read a Poem?').
2	ENGL 322 History of English Language	2	History of English language is a discipline which studies development of old, middle and modern English. Oxford living dictionary has described the field as, "Five Events that Shaped the History of English are 1-The Anglo-Saxon Settlement, 2-The Scandinavian Settlement, 3-1066 and after, 4-Standardization, 5-Colonization and Globalization. The course will survey these stages with a particular focus on the characteristics, features and socio-cultural contexts of Old English, Middle English, Early modern English, Modern English and Present-day English.
3	ENGL 323 Culture and Society	3	This course introduces the study of culture and society, both as background knowledge for language students and as preparation for later-year courses, especially in BA courses in Cultural Studies. Students of language are strongly encouraged to take this course. The primary focus is aspects of society; culture will be presented both in traditional as well as modern contexts. By the end of the semester students will be familiar with some of the central issues of society and culture and with some of the main approaches to studying them. Teaching will combine lectures, tutorials, and video presentations.
4	ENGL 324 Computer-aided Translation (CAT)	2	This course provides students with a wide range of computer skills and resources for novice translators, covering several translation-related IT topics from word processing to developing Translation Memory™ system. Students will also gain knowledge on computer-assisted terminology management (e.g., SDL Trados Studio 2017); and develop critical thinking by, for example, preparing thorough presentations that examine the functionality and impact of various desktop translation memory tools and cloud-based translation memory systems. Both proprietary and free, i.e., open-source translation memory systems support common features such as project management, translation memory maintenance, terminology management, machine translation, statistical reports, automated quality assurance, etc. This course is the perfect introduction to modern electronic translation environments, providing students with practical advice on how information research, terminology management, and translation memory systems can best be integrated into the translation process. The course will also explore some new trends in CAT.
	ENGL 325 Sociolinguistics	3	Sociolinguistics is an interdisciplinary branch of linguistics which deals with all aspects of the interrelationships between language and society. As such, it shares several boundaries with

5			neighboring fields such as Discourse Analysis, Pragmatics, Sociology, Anthropology, etc. Although there is a lot of interrelations and overlaps, each of these sub-disciplines, has its own interests and perspectives. This course aims to acquaint students with the central theories, approaches, ideas, terms and methods of Sociolinguistics. Among the many topics that could be covered in this course are: language variation, dialect, sociolect, idiolect, jargon/ argot, taboo and euphemism, pidgins and creoles, code-choice and code –switching, speech acts, addressing, and politeness. In addition, it will include common sociolinguistics issues such as: language and gender, language and thought / culture, language and politics, ethnicity, power and ideology, Discourse Practices/Orders, and some particular Conversational Analysis issues. New trends in sociolinguistics should also be addressed in the course (e.g. the role of technology in current sociolinguistic research, Community of Practice, etc.).
Level 7			
N	Course Name and Code	Credit Hours	Description
1	ENGL 411 Research Methods	3	The course introduces students to the fundamental concepts, principles, terms, theories and applications of research methods. The various stages of research will be introduced and discussed: Problem Statement, Research Questions / Hypotheses, Theoretical framework, Review of Literature, Data collection, Data Analysis, Findings and Discussion, Summary, Recommendations, Conclusions and References. It will be emphasized that these stages and parts of the research process are cyclical rather than linear. The differences between the various research designs Quantitative, Qualitative and Mixed Methods will be explained and discussed. Referencing and citations conventions will also be particularly pointed out. The course will combine theory and practice throughout the term and students will be given an opportunity to write a research proposal, conduct a small-scale research project and write it up (instructors should always bear in mind that this is an introduction to research for EFL, B.A. students not M.A. or Ph.D.). Variation and flexibility are encouraged in the process of course book/ materials selection, instruction and evaluation.
	ENGL 412 Semantics and Pragmatics	3	This course combines both Semantics and Pragmatics (meaning in language and meaning use and context). The course structure consists of two major modules (Module 1 Semantics) and (Module 2 Pragmatics), but will be approached interactively and interdisciplinary. Semantics is the interdisciplinary sub-field of linguistics which investigates meaning in language (often contrasted with Pragmatics which studies meaning in use, despite the various overlaps/controversies between the two). Students will get acquainted with the central ideas, theories, terms, approaches, debates/controversies and questions in the field of semantics. The study of semantics can be taken from a range of different approaches. Major among these are: Sense &

2			Reference, Referential theory, Conceptual theory, Componential Analysis, role of context (contextual theory of meaning), Original & Connotational meaning, Generative semantics, the interdisciplinary approach to meaning (psychology, philosophy, anthropology, etc), lexical semantics and relational semantics (hyponymy, homonymy, polysemy synonymy, antonyms, idioms/catch/set phrases, metonymy, etc) and semantic fields. In addition, this unit can also tackle theories of word/sentence meaning.
3	ENGL 413 Syntax	3	Syntax is the sub-branch of grammar which examines the structure of sentences (the other one being Morphology which studies the structure of words). The two (Morphology and Syntax) constitute an indispensably significant part of any university linguistics course of study (the linguistics component of the study plan). Students will generally be equipped with the key notions, theories/approaches, terms, tools, and methods of syntactic theory and syntactic analyses. Though the analysis, in this course tend to draw preeminently on Chomskyan Generativism, other leading schools such as Holliday's Systemic-Functional Grammar (SFG), Fillmore's Case Grammar, etc., will also be slightly touched on. Focal syntactic concepts such as : Constituency/constituency tests, Syntactic Categories (lexical, phrasal and functional categories), Grammaticality/Well-formedness, Discreteness, Creativity/Infinity, Generative, Universal Grammar, Language Faculty, Recursion/ Embeddedness, etc., will generally be surveyed.
4	ENGL 414 Discourse Analysis	3	This course aims to introduce students to the main theories, ideas, notions, terms and practices in Discourse Analysis. Being interdisciplinary in both content and methodology , topics of Discourse Analysis vary considerably : Discourse , Text , Communication Constraints (both system and ritual constraints),Power and Solidarity , Identity, Gender, Discourse and Culture, Voice and Ideology, Stereotyping/Political Correctness, Code-switching and Negotiation of meaning, Critical Discourse Analysis(CDA), Contextual features and text analysis, Schemata Stylistics, Discourse and Pragmatics (Implicature), co-textual relations, Intertextuality, etc. Critical thinking, open-mindedness, project and research techniques are among the most expected learning outcomes of the course. In addition, students are expected to think deeply about language and textual phenomenon and use that knowledge creatively to help them analyze texts (both fictional and expository) and various other communication events/encounters such as: formal/informal chat, online chat & SMS, sports commentary, doctor-patient conversation, TV debates, etc. Discourse lends itself easily to a multi-teaching strategy that combines: lecturing, group discussions and seminars, field work/research projects, corpus-based tasks, etc.
	ENGL 415	3	This course focuses on specific topics in translation and interpretation that the students are supposed to be well

5	Special Topics in Translation		acquainted with before starting their practical life after graduation. Students will be exposed to political, economic, media, conference and legal terminology. The course is helping them to encounter various topics and to deal with the difficulties and challenges that they might face in their practical life as translators and interpreters.
6	ENGL 416 Ecolinguistics	2	Eco-linguistics is a recent sub discipline of linguistics which came into being during the 1990s as a result of a range of interesting developments in linguistics coupled with the growing international awareness of the importance of environmental issues in recent years. This subbranch (also known by the name of Ecology of Language) studies the complex network of interrelationships between language and environment (environment seen here as the overall ecosystem with its multiple interdependent components of all living organisms: humans, animals, plants, etc., and nonliving entities). While sociolinguistics places languages in their socio-cultural contexts, Eco-linguistics situates them in the much broader environmental and ecological milieu (i.e., it studies language ecologies). The International Eco-Linguistics Association has described the field as, "Eco-linguistics explores the role of language in the life-sustaining interactions of humans, other species and the physical environment. The first aim is to develop linguistic theories which see humans not only as part of society, but also as part of the larger ecosystems that life depends on. The second aim is to show how linguistics can be used to address key ecological issues, from climate change and biodiversity loss to environmental justice".
Level 8			
N	Course Name and Code	Credit Hours	Description
1	ENGL 421 Advanced Literary Criticism	2	Building on ENGL 221 "Principles of Literary Criticism", this course is primarily designed to introduce students to the major literary theories and approaches of advanced modern and postmodern literary criticism. The course is designed to make students know the various literary theories and approaches and how to apply these theories on a work of literature. The topics will range from Russian Formalism to Postmodern Theories (such as the most recent Eco criticism and Metacriticism) and including in between theories and approaches like: Structuralism, Post structuralism, New Historicism, Postcolonial Criticism, Cultural Criticism, Phenomenology and Reader-response, etc. The course will also introduce students to the differences between theory and practice in literary criticism. This course which, as mentioned earlier in this description, builds on the previous criticism course Principles of Literary Criticism is essential as it is considered a way for the students to have a better understanding of all the literary works they have been studying.
	ENGL 422	3	This course aims to acquaint students with the central theories, approaches, ideas, terms, scope and methods of both Historical

2	Historical and Comparative Linguistics		Linguistics and Comparative Linguistics (the latter being a sub-branch of the former). More specifically, it will be divided into two major modules or units. Unit 1 Historical Linguistics: This unit aims to cover areas such as: Language History, Language Families and Language Change. In Language Families, the Indo-European family will receive much more emphasis, whilst in language change, the course primarily surveys phonological (e.g. The Great Vowel Shift), Morphological, Syntactic, Semantic and Sociolinguistic (Language Contact) changes along with the recent concept of Language Attrition (language loss or death and the endangered languages). In addition, the causes, processes and mechanics of change will be detailed. A particular emphasis will also be on Borrowing (causes, types and processes). The study of language change will help students understand better the history of English (see ENGL 322 History of English). Comparative Linguistics (which historically emerged out of Historical Linguistics) studies the similarities and differences between two or more languages.
3	ENGL 423 Language and Diplomacy	2	Language and Diplomacy introduces students to the role and functions of language in the world of diplomacy and the various uses of English for diplomatic purposes. To this end, the course makes use of the methods and practices of Discourse Analysis, Semantics, Stylistics and Pragmatics to analyze the various functions, features and socio-cultural intricacies of the language of diplomacy and diplomats. In addition, it purports to train students, via the knowledge gained from the analysis of diplomatic language, to understand and use language effectively for diplomatic purposes or in other relevant professional and interpersonal contexts.
4	ENGL 424 Language Evaluation and Assessment	2	This course is designed to introduce students to language testing and evaluation; theory and practice. The main objective is to introduce students to the most pivotal ideas, principles, theories, approaches and procedures of language evaluation and testing to increase their awareness and skills in developing English language tests. Another aim is to improve the students' ability to appraise language research in which testing plays a major role. Major types of tests and assessment methods are introduced, discussed and practiced. Topics include: Evaluation, Assessment, Measurement, Test, Objectivity, Validity, Reliability, Norm-referenced vs. Criterion-referenced Tests, Standardized Tests, etc. Other test classifications include: Multiple Choice, Essay and Semi-Essay, True-false, Completion Tests, Matching. Concepts such as Feedback, Wash back, peer and Self-Assessment, etc., are also explained and discussed. In addition, the newest and most recent developments in the theory of Validity and Reliability (Construct Validity), will be introduced among a few alternative assessment methods. The course will moreover survey key ideas in testing different types of language skills: Listening and Speaking, Reading, Writing, Vocabulary, etc.

5	ENGL 425 Special Topics in Linguistics	2	<p>Special Topics in Linguistics is an advanced course in linguistics which seeks to broaden and sharpen students' understanding and thinking about some language issues. It generally builds on students' knowledge, experience and skills gained from the overall courses of theoretical and applied linguistics they have so far gone through. Using the seminar strategy, instructors will select a few interesting topics and then particularly investigate and research them making use of some assigned readings. Instructors may opt to involve students in the process of selecting the topics if deemed significant and appropriate. The selection of the topics, though flexible and open. Suggested topics may include: Intertextuality, Critical Applied Linguistics, Stereotypes, Productivity and Creativity in Morphology, Lexical Gaps, Markedness, Grammaticalisation in Syntax, Pidgins and Creoles in Sociolinguistics, Linguistics and literary Criticism, stylistics, Language and Climate Change, Naming and Address Terms, Multimodality, Language and Racism, Biolinguistics, Critical Linguistics, Developmental Linguistics, Forensic Linguistics, Language and Diversity, language, Ideology and Power, Language and Social Change, Language and Identity, Language and Culture, Schema Theory, language Planning, <u>Language Loss/Attrition and Endangered Languages, etc.</u></p>
6	ENGL 426 Language teaching strategies	3	<p>The course introduces students to the principles of teaching English as a second or foreign language. It traces the development of the various English language teaching methodologies in the 20th and 21st centuries to evaluate, analyze and possibly apply them in teaching English appropriately and effectively in the primary, intermediate and secondary schools. The course is organized around several modules or units. The first module provides an overview of language teaching methodology listing definitions of key concepts such as methodology, approach, method, strategy, curriculum/syllabus and techniques. The second and third modules take a more specific approach (as will be detailed in the list of topics). Students will be acquainted with the following teaching methods developed over the past century: Grammar-Translation, The Direct Method, The Audio-lingual Method (the link of these two Contrastive Analysis and Behaviourism will be discussed), Communicative Language Teaching (the link to Dell Hymes' Theory of Communicative Approach will be explained and discussed), The Cognitive Approach (The Silent Way, the Natural Approach and Krashen's Monitor Model (with the link to Chomsky's cognitive theory will be discussed), Comprehension Approach and the Total Physical Response, Sociocultural Approaches:</p>
2	ENGL 427 Psycholinguistics	2	<p>Psycholinguistics is an interdisciplinary branch of linguistics which investigates the psychological aspects of language acquisition, production, perceptions and use. As such, it combines knowledge, methods and practices from a variety of fields some of which emerged out of psycholinguistics per se: linguistics, psychology, cognitive science, philosophy, Biolinguistics, Neurolinguistics, speech pathology and clinical</p>

			linguistics, etc. The course will outline the basic ideas, theories, terms and methods of psycholinguistics. In particular, it will take into more detail issues like developmental psycholinguistics; language acquisition and learning theories (first and second); language processing (language and the brain), clinical linguistics(speech pathology and language disorders, the psychological aspects of grammar and syntax, lexicon, semantics and meaning, text and discourse cognition and processing, language and thought, language evolution, some issues and practices in experimental and applied psycholinguistics, etc. Some new perspectives and methods in the field are preferably also touched on.
	ENGL 428 Graduation Project	2	This course trains students to apply their knowledge from previous courses and put into practice their overall academic skills to search, explore, design and conduct a research or writing project. Students may choose a specific problem or issue in one of the three main language-related domains (linguistics, translation, or literature). The choice of the topic could be drawn on the student's performance in previous courses or it could be relevant to the students' orientations, interest or future work. Taking this course bridges the gap between theory and practice as it allows students to engage in the study of language various disciplines and enhance their knowledge and writing skills. A project supervisor is appointed to advise, guide and track the development of their students' projects. The number of advisee should not exceed five for each advisor and the time allowed to complete the project is one semester (15 weeks, 2 credit hours).

Part (4)
ACADEMIC STAFF

ACADEMIC STAFF:

Faculty Qualifications (Male Section)

No.	Name	Nationality	Academic Rank	Specialty Area
1	Majad Al-harabi	Saudi	Assoc. Prof.	Critical literacy, and discourse analysis
2	Ayed al-Anizi	Saudi	Assoc. Prof.	Socio-pragmatic studies
3	Majed aba-Hussein	Saudi	Assoc. Prof.	Language teaching and learning
4	Saleh al-Rashidi	Saudi	Assoc. Prof.	TESOL
5	Mohammed al-Harbi	Saudi	Assoc. Prof.	TESOL
6	Aitf Abu	Jordan	Assoc. Prof.	Applied Linguistics
7	Abdelmajed abdelrahman	Sudan	Assoc. Prof.	Applied Linguistics
8	Khalid al-Salim	Saudi	Asst. Prof.	Theoretical Linguistics
9	Jala Rehaïem	Tunisian	Asst. Prof.	Literature
10	Sami Hussein	Sudan	Asst. Prof.	ELT
11	Aref Widaa	Sudanese	Asst. Prof.	Applied Linguistics
12	Mohammed Faried	Egyptian	Asst. Prof.	Applied Linguistics
13	Naser Alzaidiyeen	Jordanian	Asst. Prof.	TESOL
14	Abdul Naeem Al-Arif	Egyptian	Asst. Prof.	Literature and Literary Criticism
15	Ammar Muhammad Mudawi	Sudanese	Asst. Prof.	Applied linguistics
16	Siralkhatim Ahmed	Sudanese	Asst. Prof.	Applied linguistics
17	Ahmed al-Nasser	Saudi	Lect.	ELT
18	Naif al-Mulla	Saudi	Lect.	ELT
19	Yasser al-Walïey	Saudi	Lect.	Applied Linguistics
20	Yousef al-Harbi	Saudi	Lect.	Applied Linguistics
21	Othman Shah	Pakistani	Lect.	Applied Linguistics
22	Imran Khan	Pakistani	Lect.	Applied Linguistics
23	Omar al-Kuwaiter	Saudi	Lect.	Translation
24	Firas Als Salman	Saudi	Lect.	Translation

Faculty Qualifications (Female Section)

No.	Name	Nat.	Academic Rank	Specialty Area
1	Zaha Al-Anazi	Saudi	Asst. Prof.	Translation
2	Ameera Emad-Aldin	Saudi	Asst. Prof.	Applied Linguistics
3	Abeer Al-Harbi	Saudi	Asst. Prof.	Applied Linguistics
4	Asma Mohammed	Saudi	Asst. Prof.	Literature
5	Mona Jabar	Egyptian	Asst. Prof.	TEFL
6	Fatimah Al-Suhaibani	Saudi	Lect.	Literature
7	Najwa Al-Mazroei	Saudi	Lect.	SLT
8	Maram Al-Turki	Saudi	Lect.	TESOL
9	Eman Al-Hugail	Saudi	Lect.	Translation
10	Khadija Ghazeel	Tunisian	Lect.	Literature
11	Zainab Al-Shehri	Saudi	Lect.	Applied Linguistics
12	Nasma Al-Harami	Saudi	Lect.	TEFL
13	Aljawharah Al-Saleh	Saudi	Lect.	Applied Linguistics
14	Hafsa Riyad	Pakistani	Lect.	Applied Linguistics
15	Nora Al-Fayez	Saudi	Lect.	Literature
16	Shaza Al-Askar	Saudi	Lect.	Applied Linguistics
17	Sarah Al-Yousef	Saudi	Lect.	Linguistics
18	Hind Al-Saleh	Saudi	Lect.	Applied Linguistics
19	Enas Fowzae	Egyptian	Lect.	Literature and Criticism
20	Haia Alklooe	Saudi	Lect.	Translation
21	Wurood Almutairi	Saudi	Lect.	Literature

APPOINTMENT AND EMPLOYMENT PROCEDURES AND REGULATIONS

A. Faculty Appointments

Normally, an earned doctoral degree in a related discipline is required for all faculty appointments to a tenure-track position in the department.

B. Faculty Ranks:

The faculty ranks are the following:

1. Teaching Assistant.
2. Instructor.
3. Assistant Professor.
4. Associate Professor.
5. Professor.

RESPONSIBILITIES:

2.1 Academic Responsibilities:

1. To fulfil teaching load as specified by the Departmental Board or head of the departments (realizing that teaching load is 10 teaching units for a professor, 12 teaching units for an associated professor and 14 teaching units for an assistant professor); and to perform other academic functions assigned to him/her with competence and perfection including clinical and administrative assignments.
2. Acquisition and application of the knowledge contained in the course description, and to follow the rules and regulations as stipulated in the course he/she is teaching.
3. Awareness of the program objectives.
4. Abiding by the relevant rules and regulations of the department, the college, and the university, while performing academic activities assigned to him/her, facilitating the process of its implementation and application, making use of available educational resources and teaching methods.
5. Providing students with the best knowledge and relevant training abilities during the educational activities for the courses he/she is teaching.
6. Performing academic counselling for the group of students assigned to him/her, based on guidelines approved by the college, and offering advice to them.
7. Evaluating students on just, clear and known parameters that will ensure realistic evaluation of students' academic standard and submitting the results of evaluations as required in the course.
8. Reporting unexpected failure of a student, such as academic weakness, misconduct, or absence, to the course coordinator or the head of the department according to college approved regulations.
9. Abiding by invigilation tables for tests and following regulations and instructions given by the college in this regard.
10. Continual updating of his/her knowledge about the rules and regulations that govern academic activities at all levels (the course, the department, the college, and the university).
11. Active participation in programs promoting the skills of faculty members organized by the department, the college, or the university.
12. Striving to achieve development and continuous updating of knowledge, professional skills in different academic aspects, including teaching/learning and evaluation, in response to academic performance standards expected by the college and university.
13. Practicing and encouraging the spirit of teamwork and cooperation with colleagues in the academic environment.
14. Proposing programs, policies and plans conducive to improvement of the department and the college performance.

15. Striving to achieve development and continuous updating of knowledge, and professional skills.

Research Responsibilities:

1. Conducting research studies in his/her specialized professional domain.
2. Practicing and encouraging a spirit of teamwork and cooperation with colleagues in the research environment.
3. Making great efforts to publish his/her research work in journals that are refereed, and well-renowned, in accordance with the regulations followed by Vice President for Higher Studies and Scientific Research.
4. Publications should clearly indicate his/her affiliation with the department, college, and the university,
5. Avoiding aspects of plagiarism in research, including making up, forging, or copying from research publications, or stealing research data from others.
6. Obtaining ethical permit, before doing research, from the authorized body.

Administrative Responsibilities:

1. Abiding by all policies and procedures adopted by the department, the college, and the university.
2. Performing departmental administrative duties assigned to him/her by the department.
3. Attendance and active participation in departmental board meetings.
4. Active participation in committees and units of the department, the college, and the university.
5. Participation in questionnaires for promotion and quality run by the college and the university.
6. Taking initiative to propose programs, policies and plans to improve the work environment in the college.
7. Participation in applying quality assurance systems.

Responsibilities towards the Community:

1. Participation in activities of community service and presentation of consultative services that do not contradict with the college and university regulations.
2. Active participation in providing training courses and workshops to the local community that do not contradict with the college and university regulations.

Ethical Responsibilities:

1. Observing all moral principles and conduct procedures as per university, and KSA Higher Education regulations.
2. Abiding by and observing the values and principles of the department, College, and the University.
3. Protecting the status and prestige of the department, college and the university by observing the professional standards, or any say or deed that will abuse their names.
4. Active participation in promoting the mission of the department, college, and the university by maintaining the highest academic, research and service standards.
5. Active participation to achieve the strategic goals of the department college and the university.
6. Respect the students and provide them with consultation truthfully and faithfully.
7. Adopting truthful thinking while performing academic duties and responsibilities.
8. Respect the specially made rules governing the relation between the faculty members and the students, and avoiding any utilization or annoyance to the students, or any discriminatory handling against them.
9. Providing academic freedom for the students, avoiding insulting, or humiliating them because of their academic performance or of questions or inquiries they may present.
10. Contributing to the safety of the department, college and the university properties and avoiding any deed that might lead to wastage of university resources or its misuse.

CHAPTER TWO

ADMISSIONS AND REGISTRATIONS

ADMISSION REQUIREMENTS:

The admission process for all students of MU is performed mainly electronically via the Edu-Gate electronic system. Electronic admission starts by student's applying via the internet and ends by MU sending the acceptance letter and files of those who are accepted. In order to accept a new student at Majmmah University the student should have the following requirements:

- 1) He/she holds a high school diploma or its equivalent from inside the kingdom or outside.
- 2) He/she should have received his high school degree or its equivalent for five years or less.

- 3) He/she must succeed any test/ interview appointed by the university.
- 4) He/she must be of good conduct.
- 5) He/she must get a study approval in case he works for a governmental or private sector.
- 6) He/she must be medically fit.
- 7) He/she should meet any other conditions specified by the University Council.
- 8) He/she should not be expelled from another university for disciplinary or educational reasons.
- 9) It is not permitted to accept people obtaining a bachelor's degree.
- 10) It is not permitted to accept students enrolled in another university degree to get another bachelor's degree from the same university or another.

Percentages	Exams
70%	High School Average
65%	Aptitude test

EXAMINATION AND GRADING SYSTEM:

The examination and grading system of the program abide by the following regulations:

- ✚ Success in a course is usually based on the combination of a grade awarded for the course work, plus a grade for the final examination.
- ✚ Each course will have a total of 100 points, and these are distributed as follows: 60% for the coursework (quizzes, assignments, homework, mini-projects and midterm exams) and 40% for the final examination.
- ✚ The passing mark in each course is 60% out of the total. The program grading system follows the requirements at MU which is based on a maximum of 5.

GRADUATION REQUIREMENTS:

Students will be graduated if they only complete the following requirements:

1. To pass 128 hours in the main specialization courses.
2. To pass 12 hours in university requirement courses which include 6 hours from Islamic dept. and 2 hours from Arabic Dept. and 4 hours from Education Dept.
3. The total number of hours needed for graduation is 140 hours.

ATTENDANCE:

Students are obligated to attend all course lectures in each semester and if the student's absence is more than 25% of the total lectures attendance for any academic course without an excuse, he is considered discontinued and he will be prohibited from taking the final exam in the course or courses in which he/she is being absent and he will be considered repercussive and the College Board has the right to allow him to take the final exam if his excuse is accepted, provided that his attendance rate should not exceed 49%. The transition from one level to the next in the case of success in all courses or with a minimum GPA of not less than 2 points and an acceptable grade.

Study Regulations

DEFINITIONS

Article One

Academic year: Two main semesters and one summer semester.

The main Semester: Not less than fifteen weeks that is taught throughout the academic courses.

The summer Semester: Not more than eight weeks.

Academic level: It illustrates the academic stage, according to the approved study plans.

Course: A subject that follows a specific level within the approved study plan in each major.

Study unit: The weekly theoretical lecture of no less than fifty minutes.

Academic probation: A warning given to the student because of his cumulative GPA below the minimum.

Coursework grades: The grades awarded for work that demonstrates the student's achievement during a semester of tests, research and educational activities related to the course.

The final Exam: A course exam is held once at the end of the semester.

Final exam score: The score obtained by the student in the final exam in each course.

The final grade: The sum of the semester work scores plus the final exam score for each course.

Rating: Description of the percentage or alphabetical symbol of the final grade the student attained

Incomplete grades (IC): A grade temporarily assigned to each course that the student is unable to complete his requirements.

Continuous progress (IP): A grade that is allocated temporarily for each course that requires more than one semester to be completed by the nature of its study.

Semester grade point average (GPA): Dividing the total points obtained by the total credit for all the courses studied.

GPA: dividing the total points obtained by the student in all the courses he has studied since joining the university by the total number of credits determined for those Courses.

Comprehensive GPA rating: Description of the student's level of educational attainment.

Academic Load: The total number of study credit that a student is allowed to register in a semester.

Transitional program: A program qualifies the student who studies in it to join the university after he successfully completes the program according to the criteria that the college proposes.

Participating Program: A program that ends with granting the student the associate degree.

Parallel program: A traditional study in which the student must have regularity, the lectures are scheduled in the evening.

Bridging program: A program for completing studies from an associate degree to a bachelor's degree.

Article Two: The University Council determines the number of students accepted per year.

Article Three: To accept the new student at the university that follow the university's requirements.

Article Four: The comparison between applicants who meet all the conditions will be according to their scores in the high school diploma test and the personal interview and acceptance tests.

STUDYING FRAMEWORK

Article Five

A - The student progresses in the study according to the executive rules

B - Study plans are designed for eight semesters minimum for the undergraduate degree.

Article Six: It is permissible to study in some colleges based on the full academic year according to the rules and procedures approved by the University Council.

Article Seven: A study system in which the academic year is divided into two main semesters, and a summer semester,

Article Eight: The University Council sets the rules for registration, deletion and addition of courses within the levels approved to ensure student registration for a minimum academic load perseverance and discontinue for studying.

Article Nine: The regular student must attend lectures and practical lessons, and he is prohibited from taking the final exam in them if his attendance rate is less than the percentage that is determined by the University Council.

Article Ten: For the college council or whomever it authorizes to lift the ban and allow the student to enter the exam, provided that the student provides an excuse acceptable to the council.

Article Eleven: The student who misses the final exam will have a score of zero in that test, and his grade in that course is calculated based on the semester work grades obtained.

Article Twelve: If the student is unable to attend the final exam in any of the semester subjects for a compulsive excuse, the College Board may, in cases of extreme necessity, accept his excuse

Article Thirteen

A - The student may provide an excuse for continuing to study a semester without being considered as having failed.

B - It is permissible to withdraw with an excuse from one or more courses in the semester according to the executive rules approved by the University Council.

Postponing and dropping out of university.

Article Fourteen: A student may submit a request to postpone the study for an excuse acceptable to the body specified by the University Council, provided that the period of postponement does not exceed two consecutive academic semesters or three non-consecutive academic semesters as a maximum for the duration of his stay at the university.

Article Fifteen: If the regular student stops studying for a semester without requesting a postponement, his registration from the university will be closed and for the enrolled student.

Article Sixteen: A student is not considered to have dropped out of studies for the semesters he is studying as a visitor at another university.

Re-enrollment

Article seventeen: The student whose registration has been expired can apply for re-registration with his number and record it before discontinuation according to the following:

Article eighteen: It is not permissible to re-enroll a student who was dismissed from the university for educational or disciplinary reasons, or who was dismissed from another university for disciplinary reasons.

Graduation:

Article Nineteen

A - The student graduates after successfully completing the requirements according to the study plan, provided that his cumulative GPA is not less than the rate specified by the University Council

B- The College Council may define appropriate courses for the student to study to raise his GPA, in the event that success in courses and failing average.

Dismissal from the university

Article Twenty: Cases where the students will be dismissed in.

Affiliation

Article twenty-one: The University Council may, based on the colleges 'proposal, adopt the principle of study by joining some colleges and majors that permit it.

Final exams

Article twenty-two: The college council determines a grade for semester work that is not less than (30%) of the final grade of the course.

Article twenty-three: The semester work degree of the course is calculated in one of the two ways. Either Oral or practical tests, research, or other types of classroom activity, or all or some of them, and at least one written test or at least two written tests.

Article Twenty-Four: It is permissible for the college council to which the course is affiliated to include in any course and to specify the grades assigned to it from the final exam scores.

Article Twenty-Five: The department council that teaches the course may allow the student to complete the requirements of any course in the semester.

Article Twenty-Six: It is permissible to exclude the decisions of seminars, research, and decisions of a practical or field nature from the provisions of the articles (22,23,24).

Article Twenty-Seven: If the study of research courses requires more than one semester, then the student is assigned a continuous assessment and after the student finishes studying the course and the grade obtained

is granted, and if the course is not completed within the specified time, the department council that teaches it may approve the assessment of (L) or (IC)

Article Twenty-Eight:

Article Twenty-Nine: The comprehensive letter grade for the GPA upon graduation of the student based on his cumulative GPA.

<u>Percentage grade</u>	<u>Grade</u>	<u>Letter Grade</u>	<u>Grade Scale (5)</u>	<u>Grade Scale (4)</u>
95-100	Outstanding	A+	5.00	4.00
90-95	Excellent	A	4.75	3.75
85-90	Very Good	B+	4.50	3.50
80-85	Very Good	B	4.00	3.00
75-80	Good	C+	3.50	2.50
70-75	Good	C	3.00	2.00
65-70	Adequate	D+	2.50	1.50
60-65	Acceptable	D	2.00	1.00
Less than 60	Unacceptable	F	1.00	0

Article Thirty: First class honors are granted to a student with a GPA of (3.75+) from (4.00). The second honors degree is granted to a student with a GPA of (3.25) to (3.75) from (4.00).

FINAL TEST PROCEDURES

Article thirty-one: The College Board may form a committee to cooperate with the departments in organizing the final examination work, and its tasks are to review and deliver the transcripts for the competent committee within a period not exceeding three days.

Article Thirty-Two: The College Board may decide to apply confidentiality in the final examination procedures.

Article Thirty-Three: The course instructor sets the examination questions, and it is permissible that a person chosen by the College Board shall set them.

Article Thirty-Four: The course instructor corrects the final examination papers of his course, and the head of the department may involve one or more specialists with him in the correction.

Article Thirty-Five: The person who marks the final exam monitors the grades on the transcripts prepared for this purpose, signs them, and then approves them by the Head of Department.

Article thirty-six: A student may not be tested in more than two courses in one day.

Article Thirty-Seven: The student is not allowed to enter the final exam after half an hour has passed from its beginning, and he is not allowed to leave the exam before half an hour has passed.

Article Thirty-Eight: Cheating in the exam, initiating it, or violating the instructions and rules for conducting the test are matters for which the student is punished accordingly.

Article Thirty-Nine: The council of the faculty that teaches the course has the right to approve the re-marking of the answer sheets within a period not exceeding the start of the semester exams.

Article Forty: The college council determines the duration of the final written examination, provided that it is not less than one hour and not more than three hours.

Article Forty-One: Without prejudice to the provisions contained in the articles from (40-31) The University Council sets the regulations for final examination procedures.

Transferring from one university to another:

Article Forty-Two: we accept student from another university under the following conditions:

- A- The student must have studied at a recognized college or university.
- B- He should not be dismissed from the university for disciplinary reasons.
- C- He must meet the transfer conditions specified by the University Council.

Article Forty-Three: The College Board equates the courses taken by the student outside the university based on the recommendation of the Department Board that offer these courses.

Article Forty-Four: If it becomes clear that he was previously dismissed for disciplinary reasons, his registration will be canceled from the date of acceptance of his transfer to the university.

Article Forty-Five: The student is transferred in any semester from one university to another according to the procedures and dates announced at the university to which he is transferred in light of the controls.

Transferring from one college to another within the university:

Article Forty-Six: A student may be transferred from one college to another within the university according to the controls approved by the University Council

Article Forty-Seven: All subjects that have previously been studied shall be recorded in the academic record of the student transferred from one college to another, including grades and averages quarterly and cumulative throughout his studies at the university.

TRANSFERRING FROM ONE MAJOR TO ANOTHER WITHIN THE COLLEGE:

Article Forty-Eight: After the approval of the faculty dean, the student may transfer from one major to another within the college according to rules set by the University Council.

Article Forty-Nine: All subjects previously studied are recorded in the academic record of the student transferred from one major to another. Quarterly and cumulative throughout his studies at the university.

THE VISITING STUDENT

Article Fifty: The visiting student is the one who studies some courses at another university or in a branch of the university to which he belongs without transferring him, and the courses are equivalent to him Which he studied according to the controls required.

General Provisions

Article Fifty-One: This bylaw cancels all previous regulations governing the study in the university level.

Article Fifty-Two: The University Council set implementing rules that do not conflict with the provisions of these bylaws.

Article Fifty-Three: The Higher Education Council has the right to interpret these regulations.

OFFERED DEGREE

When students graduate from the department of English with a degree in English, they will have a Bachelor of Arts degree or BA. He or she must study eight complete levels.

ADMISSION REQUIREMENTS:

The admission process for all students of MU is performed mainly electronically via the Edu-Gate electronic system. Electronic admission starts by student's applying via the internet and ends by MU sending the acceptance letter and files of those who are accepted. In order to accept a new student at Majmmah University the student should have the following requirements:

- 11) He/she holds a high school diploma or its equivalent from inside the kingdom or outside.
- 12) He/she should have received his high school degree or its equivalent for five years or less.
- 13) He/she must pass any test/ interview appointed by the university.
- 14) He/she must be of good conduct.
- 15) He/she must get a study approval if he works for a governmental or private sector.
- 16) He/she must be medically fit.
- 17) He/she should meet any other conditions specified by the University Council.
- 18) He/she should not be expelled from another university for disciplinary or educational reasons.
- 19) It is not permitted to accept people obtaining a bachelor's degree.
- 20) It is not permitted to accept students enrolled in another university degree to get another bachelor's degree from the same university or another.

Percentages	Exams
70%	High School Average
65%	Aptitude test

EXAMINATION AND GRADING SYSTEM:

The examination and grading system of the program abide by the following regulations:

- + Success in a course is usually based on the combination of a grade awarded for the course work, plus a grade for the final examination.
- + Each course will have a total of 100 points, and these are distributed as follows: 60% for the coursework (quizzes, assignments, homework, mini-projects, and midterm exams) and 40% for the final examination.
- + The passing mark in each course is 60% out of the total. The program grading system follows the requirements at MU which is based on a maximum of 5.

GRADUATION REQUIREMENTS:

Students will be graduated if they only complete the following requirements:

4. To pass 128 hours in the main specialization courses.
5. To pass 12 hours in university requirement courses which include 6 hours from Islamic dept. and 2hours from Arabic Dept. and 4 hours from Education Dept.
6. The total number of hours needed for graduation is 140 hours.

ATTENDANCE:

Students are obligated to attend all course lectures in each semester and if the student's absence is more than 25% of the total lectures attendance for any academic course without an excuse, he is considered discontinued and he will be prohibited from taking the final exam in the course or courses in which he/she is being absent and he will be considered repercussive and the College Board has the right to allow him to take the final exam if his excuse is accepted, provided that his attendance rate should not exceed 49%. The transition from one level to the next in the case of success in all courses or with a minimum GPA of not less than 2 points and an acceptable grade.

Chapter SIX

ACADEMIC COUNSELING REGULATIONS

ACADEMIC COUNSELING REGULATIONS

1. The academic advisor is the first person responsible for adding or withdrawing from courses.
2. Every academic advisor in the department should check and review the student list on the academic portal through the academic Advising coordinator in the department. In addition, a list of students should be placed on the Advising board and on the door of each academic advisor's office.
3. The maximum number of hours registered for courses for each graduate student must not exceed 23 hours of the total number of hours in the semester.
4. The student may exceed the number of hours registered to 26 hours in the case if the student GPA 4 or more (registration rules for adding or withdrawing must be considered).
5. The maximum number of hours registered for each graduate student must not exceed 23 hours for the total number in the semester, including the hours of the graduation project.
6. The total number of hours of study allowed for regular students should not exceed the student's academic plan.
7. The student is not allowed to register for any course without registering the prerequisite of the course.
8. The total number of hours allowed for a regular student must not exceed 18 hours, and the student can add a 2-hour course if the course is included in the total number of courses registered.
9. The total number of hours allowed for a regular student must not exceed 18 hours without taking into account the hours for electronic courses with a maximum of 2 courses.
10. If a student must delete a course, the student must cancel the prerequisite-course requirement if he / she is enrolled in the same semester.

ELECTRONIC ACADEMIC COUNSELLING:

1. Automatic review of dependent students
2. The possibility of reviewing the student's study plan
3. Ability to review the student's academic record.
4. The possibility of reviewing the absence of the students
5. The possibility of reviewing the measures taken against the students by the academic advisor.

6. The possibility of identifying a specific student, defining a group of students, or identifying all so that a specific action can be taken.
7. The ability to send a message to the student's mobile via the SMS message button after entering the required text message.
8. The ability to send a message through the gateway message button that reaches the student portal after entering the required text.
9. The ability to store the action taken for a student, a group of students, or for all students through the Add Action button.
10. Each faculty member must provide counselling services for a list of students each semester using counselling forms as in the appendices.

CHAPTER SEVEN

Students Rights and Responsibilities

This charter is directed to Majmaah University and all university employees who have a direct relationship with the students.

The goals of the charter:

1. Enlightening students at their university rights and duties
2. Defining faculty members and staff at the university

CHARTER AXES:

The first axis: Student Rights

These are the rights guaranteed by the university's regulations to provide an educational and supportive environment, that guarantees students a stable university life, with the aim of creating a generation characterized by self-worth, courage, and ethics.

The second axis: the duties of the student

These are the duties that the student must adhere towards the university to improve the quality of academic work, instill a spirit of citizenship among students, and work to strengthen the relationship between students and members of the faculty.

Terms mentioned in the charter:

1. The Charter: a covenant between the student and the university that includes the basic rules of the rights and duties agreed upon in order to practice the university life
2. University employees: faculty members, employees, and students belonging to it
3. Academic field: the educational process.
4. The non-academic field: the regulatory process and what it includes in terms of student interaction with university employees and the activities and services provided to him.
5. The indicative day: a day that the university specializes in educating the student about his rights, duties, and what is forbidden to him and so on.
6. Student Advisory Committees: Committees formed to identify the problems that students face in the course and find solutions to them.
7. Affiliation: It means the pride of the student at the university.
8. Citizenship: the moral and social obligations of the student towards society.

9. Sensory and psychological security: It is a state in which the student feels reassured and stability away from the threats that he may be exposed to inside the university.

FIRST: UNIVERSITY STUDENT RIGHTS:

(A) Academic field:

1. Student enrollment in the college or scientific department according to his desire.
2. The student must obtain a university card and take advantage of the services provided.
3. Providing the appropriate environment for the student to obtain high-quality learning.
4. The student's knowledge of the plans and registration procedures in the decisions that the system brings to him, and the registration rules followed.
5. The student removes or adds any available course or deletes the entire semester.
- 6- Transferring the student from one college to another within the university or from one scientific department to another, or converting the study system from enrollment to regularity, education or distance education and vice versa.
- 7- The student's access to the scientific material related to university decisions in a suitable study environment that achieves his comprehension and achievement easily.
8. The student asks his professors and their discussion of the appropriate scholarly discussion
9. The members of the university faculty abide by the dates and times of the lectures, fulfill the hours, and not cancel any of them except in case of necessity.
10. Ensure the confidentiality of the complaint of the student against the faculty member
11. That the exam questions are asked within the course and its contents, and the student has the right to know his results and request that his answers be reviewed.
12. Informing the student about his marks and the results of the tests that he performed.
13. The student's knowledge of the answers to the questions after the exams are completed.
14. Retrieve all assignments submitted by the student during the semester.
15. Maintain the confidentiality of the contents of the student file
16. Notify the student before making any decision against him
17. Informing the student of warnings, or denying the student a final exam with the reasons
18. Freedom to express opinion and debate on educational matters in an appropriate behavior
19. Familiarizing students with the sources of obtaining university bylaws and regulations
20. Providing instructions and guidance to the student

- 21 The student obtains the graduation document upon completion of the graduation requirements in accordance with the period specified to deliver the document
22. Providing permanent communication opportunities for the student with a faculty member.
23. Feeling of physical security so that the student is not exposed to physical or health dangers and moral or psychological security.

(B) UNIVERSITY STUDENT RIGHTS-The non-academic field:

1. The students benefit from the university's services and facilities.
2. Student access to adequate health care.
3. The student receives the social care provided by the university.
4. Participate in the activities established within it according to the regulations.
- 5- Evaluating the student services through the questionnaires provided to him.
- 6- Deciding who represents students to participate in student advisory committees
- 7- Obtaining the additional financial rewards prescribed in case he is a superior student.
8. Obtaining financial aid after studying the financial condition of the student.
9. Providing the student with the opportunity to attend programs and activities.
10. The Deanship of Student Affairs is concerned with looking after student rights.
- 11- Providing support, assistance, and appropriate services to students with special needs.
12. Provide students with complete regulations.

SECOND: UNIVERSITY STUDENT DUTIES:

(A) ACADEMIC FIELD:

- 1- Commitment to university regulations and bylaws.
2. Not to perform any work that is subject to Islamic morals and public morals.
3. Not to falsify university records.
4. School attendance.
5. Adherence to the rules relating to the preparation of research, reports or tests.
6. Not to be afraid of the student or to initiate him.
7. Not hindering the course of lectures.
8. Treating others with respect.
9. The student's commitment not to attend lectures in courses not registered in it.

10. There are no errors in the study schedule.
11. Student commitment to the instructions and instructions directed by the official.
12. The commitment of the student to implement the penalty imposed on him.
13. Evaluating the student and the faculty member, considering the secretariat.

(B) UNIVERSITY STUDENT DUTIES -THE NON-ACADEMIC FIELD:

1. The student must always hold the university card.
2. The student maintains general cleanliness inside the university.
3. The student's commitment not to harm university property.
4. Student commitment not to make noise inside the university facilities.
5. The student should refrain from disturbing the designated places.
6. The student does not do any destructive or life-threatening acts.
7. Prohibiting the student from using the university property for any purpose not specified for it.
8. The student exploited the Internet at the university for research and scientific material only.
9. The student's commitment to good behavior appropriate to Islamic and university norms.
10. The student paid the amounts prescribed for him.
11. The student does not eat food and drinks except in the places designated for them.
12. Not to preserve, consume or abuse any kind of alcoholic beverage or drug.
13. The student is strictly prohibited from smoking on campus.
14. The student should make sure that the official email address is working properly.
- 15- Student follow-up on advertisements placed inside the university building.
16. The student should give correct information to the designated authorities at the university.
17. The student should not assign university employees to any work except with the approval.
18. The student communicates with the university after he graduated.

Non-progressive Student Recovery Form

Academic Advising Unit
FORM NO -AA-9

Student ID:	.....	Student Name:	.....	Level:	.....
Dep./Track:	.....	Semester Average	.....	GPA:	.....
Reasons of Low Performance	1.				
	2.				
	3.				
	4.				
	5.				
	6.				
	7.				
	8.				
Procedures taken to overcome reasons of low performance	1.				
	2.				
	3.				
	4.				
	5.				
	6.				
	7.				
	8.				
Student follow up for the next term: 143.... Semester average () GPA ()					

Student Academic Advising Form

Academic Advising Unit
FORM NO -AA-5

Student Personal Information :	
Student Name :	Student ID:
Department:	Semester:
Academic Year:	Achieved Credit Hours:
Enrolled Credit Hours:	Remaining Credit Hours :
Number of Warnings if ever ()	Term Average..... GPA.....
Was the student barred before?	Other Information:.....
Subject of the Academic Advising Meeting:	
<input type="checkbox"/> Courses Enrollment	
<input type="checkbox"/> Add /Drop /Withdraw	
<input type="checkbox"/> Presenting Excuse to drop a course	
<input type="checkbox"/> Presenting Excuse to drop a term	
<input type="checkbox"/> Re-enrollment	
<input type="checkbox"/> Postponing Study and Leaving College	
<input type="checkbox"/> Reviewing the Study Plan	
<input type="checkbox"/> Reviewing Progress in Courses	
<input type="checkbox"/> Reviewing and Assessing Attendance	
<input type="checkbox"/> Other	
Obstacles to Academic Progress:	
Academic Problem.()	
Social Problem.()	
Psychological Problem.()	
Family Problem.()	
Other Problems.()	
Recommendation of the Student and Academic Advisor:	
.....	
.....	
.....	
.....	
Signature.....Date.....	Name of the Advisor:.....

Student Registration Form

Academic Advising Unit
FORM NO -AA-1

Academic Information:

Student Name (Ar) : Student ID:

Student Name (En) : GPA:

Department: Track:

University College
Enrollment: Enrollment:

Personal Information:

National ID: Date of Birth:

Phone Number: Email:

Additional Information:

- Did you Transfer from another University? Yes No if Yes, Specify the name of university
-
-
-
-

Student Signature:.....

Date:.....

E-mail to communicate with the program: cem.e@mu.edu.sa

TASK	Name	Signature	Date
Request by:	Dr. Majad Al-Harbie		
Reviewed by:	Dr. Aid Al-Anazie		
Reviewed by:	Dr. Dr. Naser Alzaidiyeen		
Reviewed by:	Ms. Nancy Macario Mata		
Reviewed by:	Dr. Atif Odeh		
Reviewed by:	Dr. Samah		
Approved by:	Dr. Abdulaziz Alothman		
Approved by:	Dr. Majad Al-Harbie		