

نموذج ( ٥ )  
مختصر توصيف المقرر

Form (5)

Brief Module Description

	اسم المقرر:
	رقم المقرر:
	اسم ورقم المتطلب السابق:
	مستوى المقرر:
	الساعات المعتمدة:
<b>Module Title:</b>	Grammar and Sentence Writing
<b>Module ID:</b>	ENG 111
<b>Prerequisite:</b>	None
<b>Level:</b>	1
<b>Credit Hours:</b>	2

## Module Description

## وصف المقرر :

This course is designed for the undergraduate English-majored students at the College of Education, Majmaah University. There is no pre-requisite to this course. The aim of this course is to develop the abilities of the students to use and understand the basic sentence structures effectively.

## Module Aims

## أهداف المقرر :

1	To help students to express themselves in good English orally and writing.		١
2	To help students to identify and use the basic parts of the English sentence.		٢
3	To help students to use simple sentence structure.		٣

4	To help students to use 'to be' and 'to do' in written and oral communication.		٤
5	To help students to use adverbs of frequency correctly.		٥
6	To help students to use the present progressive and the past simple correctly.		٦
7	To help students to identify and use nouns and pronouns correctly.		٧
8	To help students to use punctuation correctly.		٨

مخرجات التعليم: (الفهم والمعرفة والمهارات الذهنية والعملية)

### Learning Outcomes (Comprehension- Knowledge-intellectual and practical skills)

يفترض بالطالب بعد دراسته لهذه المقرر أن يكون قادراً على:

By the end of this course, students should be able to :

1	Express themselves in good English orally and writing.		١
2	Identify and use the basic parts of the English sentence.		٢
3	Use simple sentence structure.		٣
4	Use 'to be' and 'to do' in written and oral communication.		٤
5	Use adverbs of frequency correctly.		٥
6	Use the present progressive and the past simple correctly.		٦
7	Identify and use nouns and pronouns correctly.		٧
8	Use punctuation correctly.		٨

محتوى المقرر: (تتم التعبئة باللغة المعتمدة في التدريس)

### Module Contents: (fill in using the language of instruction)

ساعات التدريس (Hours)	عدد الأسابيع (Weeks)	قائمة الموضوعات (Subjects)
3	1	Introduction
3	1	Simple sentence structure
3	1	Using be
6	2	Using be and have
6	2	Using the simple present
6	2	Using the present progressive
6	2	Talking about the present
3	1	Nouns and pronouns
6	2	Count and non-count nouns
3	1	Expressing past time ( Part-1)

الكتاب المقرر والمراجع المساندة: (تتم التعبئ بلغة الكتاب الذي يدرس)

### **Textbooks and reference books:** (fill in using the language of the textbook)

Basic English Grammar third edition	اسم الكتاب المقرر Textbook title
Betty Schramper Azar, Stacy A. Hagen,	اسم المؤلف (رئيسي) Author's Name
PEARSON Longman	اسم الناشر Publisher
(2006)	سنة النشر Publishing Year
English Grammar in Use, third edition	اسم المرجع (١) Reference (1)
Raymond Murphy	اسم المؤلف Author's Name
Cambridge University Press	اسم الناشر Publisher
(2004)	سنة النشر

ملاحظة: يمكن إضافة مراجع أخرى بحيث لا تتجاوز ٣ مراجع على الأكثر.

NB: You can add a maximum of 3 reference books

Online References:



جامعة المجمعة  
وكالة الجامعة للشؤون التعليمية  
إدارة الخطط والبرامج الدراسية

نموذج ( ٥ )

مختصر توصيف المقرر

Form (5)

Brief Module Description

	اسم المقرر:
	رقم المقرر:
	اسم ورقم المتطلب السابق:
	مستوى المقرر:
	الساعات المعتمدة:
<b>Module Title:</b>	<b>Listening and Speaking (1)</b>
<b>Module ID:</b>	<b>ENG 112</b>
<b>Prerequisite:</b>	<b>None</b>
<b>Level:</b>	<b>1</b>
<b>Credit Hours:</b>	<b>3</b>

## Module Description

وصف المقرر :

The course aims 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.

## Module Aims

أهداف المقرر :

1	Understand the main and secondary ideas of listening material.		١
2	Improve students' developmental skills approach that encourages speaking, listening, writing, and reading abilities through a wide variety of exercises.		٢
3	Taking notes on specific information and discern subtle differences of ideas and shades of meanings.		٣
4	Introduce students to a wide range of exercises designed to get students to talk about their ideas, their everyday lives, and their environment.		٤

5	Identifying stated illocutionary force and differentiate fact from opinion.		٥
6	Inferring main idea and perceiving implicit as well as explicit relationships between words, sentences and ideas.		٦

مخرجات التعليم: (الفهم والمعرفة والمهارات الذهنية والعملية)

### **Learning Outcomes** (Comprehension- Knowledge-intellectual and practical skills)

يفترض بالطالب بعد دراسته لهذه المقرر أن يكون قادرا على:

By the end of this course, students should be able to :

1	Understand spoken English at a variety of communicative situations, especially lectures.		١
2	Show an ability to produce spoken language that has an acceptable level of clarity.		٢
3	Speak about different topics in different communicative situations.		٣
4	Recognize variation in sounds due to varieties in English language.		٤

محتوى المقرر: (تتم التعبئة باللغة المعتمدة في التدريس)

### **Module Contents:** (fill in using the language of instruction)

ساعات التدريس (Hours)	عدد الأسابيع (Weeks)	قائمة الموضوعات (Subjects)
3	1	Introduction to the Course
6	2	Neighborhoods, Cities, and Towns
6	2	Shopping and E-Commerce
9	3	Friends and Family
6	2	Health Care
9	3	Men and Women

الكتاب المقرر والمراجع المساندة: (تتم التعبئة بلغة الكتاب الذي يدرس)

**Textbooks and reference books:** (fill in using the language of the textbook)

Interactions Access: Listening & Speaking (Gold Edition)	اسم الكتاب المقرر Textbook title
Emily Austin Thrush Robert Baldwin Laurie Blass	اسم المؤلف (رئيسي) Author's Name
McGraw-Hill Higher Education	اسم الناشر Publisher
2007	سنة النشر Publishing Year
Improve your IELTS Listening and Speaking Skills CD2	اسم المرجع (١) Reference (1)
	اسم المؤلف Author's Name
MacMillan	اسم الناشر Publisher
2007	سنة النشر Publishing Year

ملاحظة: يمكن إضافة مراجع أخرى بحيث لا تتجاوز ٣ مراجع على الأكثر.

NB: You can add a maximum of 3 reference books

### Online Resources

1. URL: <http://libguides.westvalley.edu/esl>
2. <http://jckvmi.jimdo.com>
3. <http://www.eslpartyland.com/teachers/nov/listen.htm>
4. [www.listen-and-write.com/](http://www.listen-and-write.com/)
5. [www.rong-chang.com/listen.htm](http://www.rong-chang.com/listen.htm)

نموذج ( ٥ )

مختصر توصيف المقرر

Form (5)

Brief Module Description

	اسم المقرر:
	رقم المقرر:
	اسم ورقم المتطلب السابق:
	مستوى المقرر:
	الساعات المعتمدة:
<b>Module Title:</b>	Reading &Vocabulary1
<b>Module ID:</b>	ENG113
<b>Prerequisite:</b>	None
<b>Level:</b>	1
<b>Credit Hours:</b>	3

## Module Description

وصف المقرر :

This course is designed for undergraduate English majored students at the college of Education, Majmaah University. The aim of this course is to develop the abilities of the students to read and understand a simple text and guess the meanings of words , identify topic sentence, supporting details and concluding sentences effectively. And also the students can make inferences and summarize a passage.

## Module Aims

أهداف المقرر:

1	To encourage the students to read a short , simple passage effectively	١
2	To encourage the students to skim and scan for specific and general details.	٢
3	To encourage the students to identify topic sentence, supporting details and concluding sentence.	٣
4	To find answers and questions in the passage	٤
5	To predict or guess the meanings from the context	٥

6	To summarize the main idea and make inferences from punctuations and examples	٦
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مخرجات التعليم: (الفهم والمعرفة والمهارات الذهنية والعملية)

### Learning Outcomes (Comprehension- Knowledge-intellectual and practical skills)

يفترض بالطالب بعد دراسته لهذه المقرر أن يكون قادرا على:

By the end of this course, students should be able to:

1	skim and scan a text and identify the topic sentence supporting details and concluding sentences paragraph.	١
2	identify the purposes and types of text before reading, preview the text format (e.g. Title, heading, chapters and table of contents and use knowledge of phonics (e.g. root words, prefixes, suffixes) and to divide a multi-syllable word in parts	٢
3	summarize the main ideas.	٣
4	make inferences	٤
5	use text clues such as italics and punctuation marks to maximize their understanding.	٥

محتوى المقرر: (تتم التعبئة باللغة المعتمدة في التدريس)

### Module Contents: (fill in using the language of instruction)

ساعات التدريس (Hours)	عدد الأسابيع (Weeks)	قائمة الموضوعات (Subjects)
9	3	Orientation Neighborhoods, Cities and Towns
9	3	Shopping E-Commerce
9	3	Friends and Family

صفحة ١٠ من 3

9	3	Health Care
9	3	Men and Women

الكتاب المقرر والمراجع المساندة: (تتم التعبئة بلغة الكتاب الذي يدرس)

**Textbooks and reference books:** (fill in using the language of the textbook)

Interactions access (Reading&Vocabulary1)	اسم الكتاب المقرر Textbook title
Hartman, Pamela & Kirin, Elain(2004)	اسم المؤلف (رئيسي) Author's Name
Middle East Edition (Gold Edition) MacGraw Hills	اسم الناشر Publisher
2004	سنة النشر Publishing Year
	اسم المرجع (١) Reference (1)
	اسم المؤلف Author's Name
	اسم الناشر Publisher
	سنة النشر Publishing Year

### Online References:

[www.geocities.com/soho/atrium](http://www.geocities.com/soho/atrium)

[www.better.english.com](http://www.better.english.com)



جامعة المجمعة  
وكالة الجامعة للشؤون التعليمية  
إدارة الخطط والبرامج الدراسية

نموذج ( ٥ )

مختصر توصيف المقرر

Form (5)

Brief Module Description

	اسم المقرر:
	رقم المقرر:
	اسم ورقم المتطلب السابق:
	مستوى المقرر:
	الساعات المعتمدة:
<b>Module Title:</b>	<b>English Pronunciation Practice</b>
<b>Module ID:</b>	<b>ENG 121</b>
<b>Prerequisite:</b>	<b>None</b>
<b>Level:</b>	<b>2</b>
<b>Credit Hours:</b>	<b>3</b>

## Module Description

وصف المقرر :

This course is the first of a series of three courses in the department that are prescribed for the study and practice of English sounds ( the other two being: ENG 322 & ENG 314 ). As such, it assumes no previous background in Phonetics and Linguistics, and aims primarily at training students to both pronounce and understand English pronunciation effectively and intelligibly. Core topics will include: the pronunciation of English vowels, diphthongs, consonants, syllable, stress and intonation. The use of both paper and electronic dictionaries to know the pronunciation of English words, will be practiced (including of course phonetic transcription). Although the bulk of the course will be about practical pronunciation, a small

module(section) that introduces some basic theoretical phonetic terms and concepts will also be included, but again with a practical orientation towards these concepts/terms ( *definition of phonetics, its three major categories, organs of speech, description of English vowels/diphthongs and consonants, but not descriptions of supra-segmental*).

Students will not be trained on RP (Received Pronunciation) alone, but will also be trained to understand a wide range of English accents (native/non-native) (including the New Englishes accents).drawing on the growing tendency in modern EFL education to incorporate New Englishes as well as RP (see Jenkins, 2000(1<sup>st</sup> edition). Jenkins argues strongly for a model of English phonology ( what she calls "Lingua Franca Core") that caters for/accommodates nonnative-nonnative communication, based on" International Intelligibility", as English is now a 'Global Language' (rather than just the limited RP).

### Module Aims

### أهداف المقرر:

1	Introduces students to the basics of English pronunciation and its sound system structure.		١
2	Provides students with a wide range of practices/exercises on English pronunciation drawing on a variety of accents ( not merely RP important as it is—see Jenkins, 2000).		٢
3	Gives students opportunity to practice English Supra-segmentals (Syllable-Stress- Connected Speech and intonation).		٣
4	Defines, describes and explains Phonetics (three major sub-fields of phonetics, with particular emphasis on articulation/organs of speech).		٤
5	Describes English vowels, diphthongs, consonants,(also gives insights into English phonotactics vs. Arabic phonotactics- "how sequences of sound segments are arranged cf. ENG 324).		٥

6	Seeks to make students feel the flow of English pronunciation (English Rhythmic structure being "stress-timed" ).		٦
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مخرجات التعليم: (الفهم والمعرفة والمهارات الذهنية والعملية)

### Learning Outcomes (Comprehension- Knowledge-intellectual and practical skills)

يفترض بالطالب بعد دراسته لهذه المقرر أن يكون قادرا على:

By the end of this course, students should be able to :

1	Pronounce and understand English correctly, effectively and intelligibly when talking or listening to both native and nonnative speakers of English.		١
2	Pronounce English vowels and diphthongs correctly, effectively and intelligibly.		٢
3	Pronounce English consonants correctly, effectively and intelligibly. Note the discrepancy/inconsistencies between English script( Letters) an Sounds (instructors may draw on Section A in Donna's and Hancock's textbook- intermediate)		٣
4	+ Pronounce English supra-segmentals (Syllable, Stress: word and sentence		٤

	stress, intonation, etc.) correctly, effectively and intelligibly-- (instructors may opt to draw on Donna's & Hancock's textbook section B)  + Pronounce English numbers, proper names and Geographical names correctly and intelligibly.		
5	Develop an awareness of the sound system of English.		٥
6	Possess a working knowledge of Phonetics (articulatory, acoustic and auditory phonetics).		
7	Know and use Phonetic Transcription (IPA); and effectively use English dictionaries to get the correct pronunciation ( both e-dictionaries and traditional paper dictionaries).		
8	Describe English vowels and consonants (place of articulation, manner of articulation and the position of the vocal cords)		

محتوى المقرر: (تتم التعبئة باللغة المعتمدة في التدريس)

**Module Contents:** (fill in using the language of instruction)

ساعات التدريس (Hours)	عدد الأسابيع (Weeks)	قائمة الموضوعات (Subjects)
3	1	Course Orientation: Note that the practical module (unit) of this course draws on Donna's & Hancock's " English Pronunciation in Use" (or any similar practical pronunciation book with the audio (CD) materials) !
3	1	Pronunciation of English Vowels and Diphthongs ( discrepancies between English spelling and sounds should be noted)

6	2	Pronunciation of English Consonants ( using minimal pairs and all sorts of exercises provided in Donna's and Hancock's "English Pronunciation in Use" (intermediate).. ( discrepancies between English spelling and sounds should be noted with the audio (CD) materials)
3	1	Pronunciation of English Syllables( draw a comparison and contrast with Arabic syllables).
6	2	- Pronunciation of English Stress (word stress) and Intonation - Pronunciation of English numbers, proper names/geographical names)
6	2	Module (unit 2): what is Phonetics? Branches of Phonetics: Articulatory, Auditory and Acoustic)..Phonetic Transcription (IPA)
6	2	Articulation: Slight description of Organs of Speech
6	2	Description of English Vowels (Vowel Chart: tongue part, tongue height and lip position.
3	1	Linking the phonetic description of English sounds (vowels and consonants) with English pronunciation practice.
3	1	English Phonotactics vs. Arabic Phonotactics (e.g. differences in consonant clusters).

الكتاب المقرر والمراجع المساندة: (تتم التعبئة بلغة الكتاب الذي يدرس)

**Textbooks and reference books:**(fill in using the language of the textbook)

English Pronunciation in Use- Intermediate (with CD-audio and CD-ROM)	اسم الكتاب المقرر Textbook title
Mark Hancock, and Sylvie Donna	اسم المؤلف (رئيسي) Author's Name
Cambridge University Press	اسم الناشر Publisher
2007	سنة النشر Publishing Year
English Pronunciation Made Easier	اسم المرجع (١) Reference (1)
Paul Dale & L. Poms	اسم المؤلف Author's Name

Pearson Education ESL	اسم الناشر Publisher
2004	سنة النشر Publishing Year
English Phonetics and Phonology	اسم المرجع (2) Reference (2)
Peter Roach	اسم المؤلف Author's Name
Cambridge University Press	اسم الناشر Publisher
( any of the latest editions preferably 2011- 2013)	سنة النشر Publishing Year

ملاحظة: يمكن إضافة مراجع أخرى بحيث لا تتجاوز ٣ مراجع على الأكثر.

NB: You can add a maximum of 3 reference books

#### Online References:

- [phonetics.ucla.edu](http://phonetics.ucla.edu)
- [soundsofenglish.org](http://soundsofenglish.org)
- [clas.mq.edu.au/speech/phonetics/topics.html](http://clas.mq.edu.au/speech/phonetics/topics.html)

	اسم المقرر:
	رقم المقرر:
	اسم ورقم المتطلب السابق:
	مستوى المقرر:
	الساعات المعتمدة:
<b>Module Title:</b>	English Grammar 2
<b>Module ID:</b>	ENG122
<b>Prerequisite:</b>	ENG 111 Basic Grammar and Writing Sentences
<b>Level:</b>	2

**Credit Hours:**

3

## Module Description

وصف المقرر:

The course aims at teaching basic language structures focusing on practicing and using fundamental grammatical elements in written as well as in spoken English. The learners will develop their skills in expressing themselves orally and in writing in acceptable English. The course particularly aims at making the students understand the usage of time and tenses, modals, prepositions, nouns and modifiers, possessives and comparisons.

After a quick review, specially Present Simple and Present Progressive tenses, what is covered in ENG.111, the course moves on to the usage of Past Simple, Past Progressive, Past Progressive vs. Past Simple, Past Progressive vs. Present Progressive; three Futures - "Going to Future", "Present Progressive Future" and "Will Future"; use of Modals, Nouns and Modifiers; identifying different types of "Possessives"; and finally to "Comparisons and Degrees".

## Module Aims

أهداف المقرر:

This course aims at:

1	-helping students in expressing oneself orally and in writing in acceptable English		١
2	-making them understand the usage of time and tenses		٢
3	-training them in using Present Simple, Present Progressive, Past Simple and Past Progressive tenses		٣
4	-making them aware of the differences and confident in using of "Going to", "Present progressive" and "Will/Shall" Futures		٤
5	-explaining modals, nouns and modifiers and their usage		٥
6	-training the students identifying and using 'Possessives'; and letting them know and use of "Comparisons" and "prepositions"		٦

مخرجات التعليم: (الفهم والمعرفة والمهارات الذهنية والعملية)

## Learning Outcomes (Comprehension- Knowledge-intellectual and practical skills)

يفترض بالطالب بعد دراسته لهذه المقرر أن يكون قادراً على:

By the end of this course, students should be able to demonstrate:

صفحة ٢٠ من 3

1	-skills in expressing oneself orally and in writing in standard English		١
2	-understanding and usage of time and tenses		٢
3	-the knowledge and usage of Past Simple and Past Progressive and the ability to use three futures -"Going to Future", "Present Progressive Future" and "Will Future"- to send and get the exact message.		٣
4	- the ability to use modals, adjectives, and modifiers correctly in spoken written English; to identify possessives and use them correctly.		٤
5	-making comparisons using adverbs		٥

محتوى المقرر: (تتم التعبئة باللغة المعتمدة في التدريس)

### Module Contents: (fill in using the language of instruction)

ساعات التدريس (Hours)	عدد الأسابيع (Weeks)	قائمة الموضوعات (Subjects)
6	2	Orientation Revision – Present Simple and Present Progressive; frequency adverbs; time words used with Present Simple and Present Progressive tenses
6	2	Past Simple and its different forms – statements, negatives and interrogatives; time words used with Past tenses
6	2	Present Progressive and its different forms – statements, negatives and interrogatives
3	1	Past Progressive with Past Simple; and adverbs used in this context
3	1	Future time words; "Going to Future" and its different forms – statements, negatives and interrogatives;
3	1	"Present Progressive Future" and "Will/Shall Future" and their different forms – statements, negatives and interrogatives
6	2	Modals
6	2	Nouns and Modifiers; Possessives
3	1	Comparisons

3	1	Revision
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الكتاب المقرر والمراجع المساندة: (تتم التعبئة بلغة الكتاب الذي يدرس)

**Textbooks and reference books:** (fill in using the language of the textbook)

Basic English Grammar (International Edition)	اسم الكتاب المقرر Textbook title
Azar, B.S. and Hagen, S.A	اسم المؤلف (رئيسي) Author's Name
Pearson Longman - NY -Third Edition	اسم الناشر Publisher
2006	سنة النشر Publishing Year
<i>Interactions 1 Grammar, 4<sup>th</sup> Edition. London</i>	اسم المرجع (١) Reference (1)
	اسم المؤلف Author's Name
McGraw-Hill	اسم الناشر Publisher
	سنة النشر Publishing Year
Fundamentals of English Grammar (3 <sup>rd</sup> Edition)	اسم المرجع (2) Reference (2)
Azar, B. S.	اسم المؤلف Author's Name
Longman, New York	اسم الناشر Publisher
2003	سنة النشر Publishing Year
Changing Times, Changing Tenses.	اسم المرجع (3)

	Reference (3)
Peterson, P. W	اسم المؤلف Author's Name
English Teaching Division, Washington, D.C ,USIA	اسم الناشر Publisher
1980	سنة النشر Publishing Year

نموذج ( ٥ )

مختصر توصيف المقرر

Form (5)

Brief Module Description

	اسم المقرر:
	رقم المقرر:
	اسم ورقم المتطلب السابق:
	مستوى المقرر:
	الساعات المعتمدة:
<b>Module Title:</b>	<b>Listening and Speaking (2)</b>
<b>Module ID:</b>	<b>ENG 123</b>
<b>Prerequisite:</b>	<b>ENG 112</b>
<b>Level:</b>	<b>2</b>
<b>Credit Hours:</b>	<b>3</b>

## Module Description

## وصف المقرر :

The course aims 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.

## Module Aims

## أهداف المقرر :

1	Understand spoken English at a variety of communicative situations, especially lectures.		١
2	To familiarize students with the sound patterns such as phonemes, stress, rhythm, intonation and tone.		٢
3	To accustom students to the normal rate of speech of the native speakers during normal conversation.		٣
4	To familiarize students with false start, pause, fillers and redundancies.		٤

مخرجات التعليم: (الفهم والمعرفة والمهارات الذهنية والعملية)

## Learning Outcomes (Comprehension- Knowledge-intellectual and practical skills)

يفترض بالطالب بعد دراسته لهذه المقرر أن يكون قادرا على:

By the end of this course, students should be able to :

1	Understand the proper use of pitch, intonation, duration, tone of voice, gesture and facial expression to full import of a spoken message.		١
2	Speak about different topics in different communicative situations		٢
3	Show an ability to produce spoken language that has an acceptable level of clarity		٣
4	Recognize variation in sounds due to varieties in English language.		٤
5	Infer meaning from listening messages.		٥

محتوى المقرر: (تتم التعبئة باللغة المعتمدة في التدريس)

**Module Contents:** (fill in using the language of instruction)

ساعات التدريس (Hours)	عدد الأسابيع (Weeks)	قائمة الموضوعات (Subjects)
3	1	Introduction and Orientation
6	2	Academic Life Around the world
6	2	Experiencing Nature
9	3	Living to Eat, or Eating to Live?
6	2	In the community
9	3	Home

الكتاب المقرر والمراجع المساندة: (تتم التعبئة بلغة الكتاب الذي يدرس)

**Textbooks and reference books:** (fill in using the language of the textbook)

Interactions 1, Listening and Speaking (Gold Edition)	اسم الكتاب المقرر Textbook title
Judith Tanka and Paul Most	اسم المؤلف (رئيسي) Author's Name
Mc Graw -Hill	اسم الناشر Publisher
2009	سنة النشر Publishing Year
1. <a href="#">Improve your IELTS Listening and Speaking Skills CD2 (MacMillan,2007)</a> 2. Just Listening and Speaking Pre-Intermediate Level	اسم المرجع (١) Reference (1)
Jeremy Harmer, Carol Lethaby, Ana Acevedo	اسم المؤلف Author's Name

British English Edition [Paperback]	اسم الناشر Publisher
2006	سنة النشر Publishing Year

ملاحظة: يمكن إضافة مراجع أخرى بحيث لا تتجاوز ٣ مراجع على الأكثر.

NB: You can add a maximum of 3 reference books

### Online References:

6. URL: <http://libguides.westvalley.edu/esl>
7. <http://jckvmi.jimdo.com>
8. <http://www.eslpartyland.com/teachers/nov/listen.htm>



جامعة المجمعة  
وكالة الجامعة للشؤون التعليمية  
إدارة الخطط والبرامج الدراسية

نموذج ( ٥ )

مختصر توصيف المقرر

Form (5)

Brief Module Description

	اسم المقرر:
	رقم المقرر:
	اسم ورقم المتطلب السابق:
	مستوى المقرر:
	الساعات المعتمدة:
<b>Module Title:</b>	Reading-2
<b>Module ID:</b>	ENG124
<b>Prerequisite:</b>	ENG113 (Reading1)
<b>Level:</b>	2
<b>Credit Hours:</b>	3

## Module Description

وصف المقرر:

This course is designed for English-majored undergraduate students at the college of Education, Majmaa University. The prerequisite for this course is ENG113 (Reading&Vocabulary1). The aim of this course is to develop the abilities of the students to read and comprehend a text. And move them to a more difficult text, understanding the main idea, guessing meanings from the context, making inferences, and summarizing a passage in their own words.

## Module Aims

أهداف المقرر:

1	To encourage the students to skim and scan a text and identify the topic sentences, supporting sentences and concluding sentences in a paragraph.		١
2	To encourage students to read a simple reading passage with vocabulary, phrases, and sentences. and can predict words meanings.		٢
3	To use vocabulary in social context		٣
4	To Infer meaning and understand homophones, antonyms, synonyms		٤
5	To summarize a passage effectively		٥
6	To guess meanings from punctuation, other sentences, logic, examples, opposites, and "in other words", "e.g. & i.e."		٦

مخرجات التعليم: (الفهم والمعرفة والمهارات الذهنية والعملية

### Learning Outcomes (Comprehension- Knowledge-intellectual and practical skills)

يفترض بالطالب بعد دراسته لهذه المقرر أن يكون قادرا على:

By the end of this course, students should be able to :

1	skim and scan a passage for specific and detailed information		١
2	Identify topic sentences, supporting sentences, and concluding sentences		٢
3	make inferences		٣
4	Summarize a passage		٤
5	Predict meanings from the context		٥

محتوى المقرر: (تتم التعبئة باللغة المعتمدة في التدريس)

### Module Contents: (fill in using the language of instruction)

ساعات	عدد	قائمة الموضوعات
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صفحة ٢٩ من 3

التدريس (Hours)	الأسابيع (Weeks)	(Subjects)
3	1	Orientation
9	3	Academic Life Around the World
9	3	Experiencing Nature
9	3	Living to Eat, or Eating to Live
9	3	In the Community
6	2	Home

الكتاب المقرر والمراجع المساندة: (تتم التعبئة بلغة الكتاب الذي يدرس)

**Textbooks and reference books:** (fill in using the language of the textbook)

Interactions 1 -Reading2	اسم الكتاب المقرر Textbook title
Hartman, Pamela & Kirin,	اسم المؤلف (رئيسي) Author's Name
McGraw-Hill.	اسم الناشر Publisher
(2004) Middle East Edition (Gold Edition).	سنة النشر Publishing Year
Reading Supplementary Materials	اسم المرجع (١) Reference (1)
Usman Shah: Compiler	اسم المؤلف Author's Name
	اسم الناشر Publisher

Not Published

سنة النشر  
Publishing Year

### Online References

<http://highered.mcgraw-hill.com>

One Look Dictionary: <http://www.onelook.com/>



جامعة المجمعة  
وكالة الجامعة للشؤون التعليمية  
إدارة الخطط والبرامج الدراسية

نموذج ( ٥ )

مختصر توصيف المقرر

Form (5)

Brief Module Description

	اسم المقرر:
	رقم المقرر:
	اسم ورقم المتطلب السابق:
	مستوى المقرر:
	الساعات المعتمدة:
<b>Module Title:</b>	English Writing 1
<b>Module ID:</b>	ENG 125
<b>Prerequisite:</b>	None
<b>Level:</b>	2
<b>Credit Hours:</b>	2

## Module Description

## وصف المقرر :

Writing a flawless paragraph on various topics rests at the core of this course. It begins with forming grammatically correct simple, compound and complex sentences with appropriate marks of punctuation and culminates into a compact paragraph with the following essential component parts: the topic, the topic sentence, supporting sentences and the concluding sentence.

The students will then pick up and write different kinds of paragraphs to express their views and ideas. More focus will be on descriptive paragraphs, process paragraphs, opinion paragraphs, and narrative paragraphs. At the same time the students will learn how to induct unity and coherence to make their writing more organized and convincing.

## Module Aims

## أهداف المقرر :

1	Develop students' writing skill so that they could communicate in practical life		١
2	Enable them to write correct sentences so as to compose a flawless paragraph		٢
3	Make them familiar with unity and coherence		٣
4			٤
5			٥
6			٦

مخرجات التعليم: (الفهم والمعرفة والمهارات الذهنية والعملية)

## Learning Outcomes (Comprehension- Knowledge-intellectual and practical skills)

يفترض بالطالب بعد دراسته لهذه المقرر أن يكون قادرا على:

By the end of this course, students should be able to :

1	Identify the contents of a paragraph		١
2	Write grammatically correct sentences with appropriate marks of punctuation		٢
3	Brainstorm ideas about a topic		٣

4	Compose a paragraph		٤
5	Edit a paragraph		٥

محتوى المقرر: (تتم التعبئة باللغة المعتمدة في التدريس)

**Module Contents:** (fill in using the language of instruction)

ساعات التدريس (Hours)	عدد الأسابيع (Weeks)	قائمة الموضوعات (Subjects)
2	1	Introduction and orientation with the course
2	1	The sentence and the Paragraph
4	2	Descriptive Paragraph
2	1	Example Paragraphs
2	1	Example Paragraphs Continues
4	2	Process Paragraph
4	2	Opinion Paragraphs
4	2	Narrative Paragraphs

الكتاب المقرر والمراجع المساندة: (تتم التعبئة بلغة الكتاب الذي يدرس)

**Textbooks and reference books:** (fill in using the language of the textbook)

Effective Academic Writing 1	اسم الكتاب المقرر
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صفحة ٣٤ من 3

	Textbook title
Writing at Work, from sentence to paragraph	اسم المرجع (١) Reference (1)
Laurie Blass and Deborah Gordon	اسم المؤلف Author's Name
Cambridge University Press	اسم الناشر Publisher
2010	سنة النشر Publishing Year

## Reference 2

Academic Writing for International Students by Stephen Bailey, Routledge, London and New York

## Online References

<http://www.bloomsbury-international.com/learning-english-as-a-second-language/how-to-develop-good-writing-skills-in-english.html>  
<http://www.write-better-english.com/>  
<http://www.learnielts.com/ielts-writing/how-to-write-paragraph.htm>

ملاحظة: يمكن إضافة مراجع أخرى بحيث لا تتجاوز ٣ مراجع على الأكثر.

NB: You can add a maximum of 3 reference books

	اسم المقرر:
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	رقم المقرر:
	اسم ورقم المتطلب السابق:
	مستوى المقرر:
	الساعات المعتمدة:
<b>Module Title:</b>	Computer Assisted Language Learning -1 (CALL-1)
<b>Module ID:</b>	ENG 211
<b>Prerequisite:</b>	None
<b>Level:</b>	3
<b>Credit Hours:</b>	3

## Module Description

## وصف المقرر :

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 course will be delivered in a practical modality together with adequate theoretical input.

In addition to the discussions that will take place in the classroom and via e-mail, students will have to present the required assignments and practical projects. Instruction includes as well hands-on experience in the computer lab so that students learn the required skills by seeing and then doing. Assignments, tests, quizzes, student's active participation in class activities and practical projects are the tools that may be used to assess student's achievement of the objectives of the course.

## Module Aims

## أهداف المقرر :

1	Understand how computer technology can be integrated into language learning and teaching.		١
2	Critically evaluate language learning software and websites		٢
3	Use generic software effectively in language learning context.		٣
4	Design and produce simple level Web and CD-ROM based language learning		٤

	programs and activities.		
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مخرجات التعليم: (الفهم والمعرفة والمهارات الذهنية والعملية)

### Learning Outcomes (Comprehension- Knowledge-intellectual and practical skills)

يفترض بالطالب بعد دراسته لهذه المقرر أن يكون قادرا على:

By the end of this course, students should be able to :

1	Understand the general operating principles of electronic technologies, hardware and software.		١
2	Use current computer applications and other CALL resources for learning English as a second / foreign Language.		٢
3	Design and integrate simple computer and Web based activities for learning a foreign language.		٣
4	Think independently to communicate, listen, negotiate, and evaluate their strengths and weaknesses as members of a team.		٤

محتوى المقرر: (تتم التعبئة باللغة المعتمدة في التدريس)

### Module Contents: (fill in using the language of instruction)

ساعات التدريس (Hours)	عدد الأسابيع (Weeks)	قائمة الموضوعات (Subjects)
6	2	Introduction to Computer Assisted Language Learning
6	2	Computer Basics (Hardware and Software)
6	2	Generic software (e.g., word-processors – power-point)
9	3	The Internet Basics and Web Resources
6	2	Multimedia CALL and Evaluation of CALL
9	3	Types of CALL related Materials/Activities

صفحة ٣٧ من 3

الكتاب المقرر والمراجع المساندة: (تتم التعبئة بلغة الكتاب الذي يدرس)

**Textbooks and reference books:** (fill in using the language of the textbook)

<p>✚ Materials (paper/electronic) collated and adapted from multiple sources.</p> <p>✚ There is not any prescribed text book for this course.</p>	<p>اسم الكتاب المقرر</p> <p>Textbook title</p>
	<p>اسم المؤلف (رئيسي)</p> <p>Author's Name</p>
	<p>اسم الناشر</p> <p>Publisher</p>
	<p>سنة النشر</p> <p>Publishing Year</p>
<p>Technology and Teaching English Language Learners.</p>	<p>اسم المرجع (١)</p> <p>Reference (1)</p>
<p>Butler-Pascoe, M. E. &amp; Wiburg, K. M.</p>	<p>اسم المؤلف</p> <p>Author's Name</p>
<p>Boston, MA: Allyn and Bacon, Pearson Education.</p>	<p>اسم الناشر</p> <p>Publisher</p>
<p>2003</p>	<p>سنة النشر</p> <p>Publishing Year</p>

**Online References**

- <http://www.ict4lt.org>
- <http://www.gse.uci.edu>

ملاحظة: يمكن إضافة مراجع أخرى بحيث لا تتجاوز ٣ مراجع على الأكثر.

NB: You can add a maximum of 3 reference books.

	اسم المقرر:
	رقم المقرر:

اسم ورقم المتطلب السابق:	
مستوى المقرر:	
الساعات المعتمدة:	
<b>Module Title:</b>	Grammar 3
<b>Module ID:</b>	ENG212
<b>Prerequisite:</b>	Grammar 2
<b>Level:</b>	3
<b>Credit Hours:</b>	3

## Module Description

وصف المقرر :

This is course is designed for the undergraduate English-majored students at the College of Education, Majma'ah University. The prerequisite for this course is ENG122 - English Grammar 2. The aim of this course is to develop the abilities of students to effectively use English grammar at the upper intermediate level in interactive written as well as spoken English.

## Module Aims

أهداف المقرر :

1	To train students write correct English sentences		١
2	To highlight the differences between tenses		٢
3	To develop the students' ability to identify & correct errors		٣
4	To help students use the passive mode correctly		٤
5	To enable students analyze condensed syntactic structures		٥
6	To develop the awareness of direct versus indirect mode		٦

7	To raise students' awareness of the basic differences separable and inseparable phrasal verbs		
8	To give further practice to count and non-count nouns		
9	To help students use modal verbs more effectively		
10	To give further practice to the use of pronouns nouns		

مخرجات التعليم: (الفهم والمعرفة والمهارات الذهنية والعملية)

### Learning Outcomes (Comprehension- Knowledge-intellectual and practical skills)

يفترض بالطالب بعد دراسته لهذه المقرر أن يكون قادرا على:

By the end of this course, students should be able to :

1	use correct English sentences in speech & writing.		١
2	understand & use the various tenses effectively.		٢
3	use the passive mode effectively .		٣
4	analyze syntactic structures properly.		٤
5	identify & use modals correctly.		٥
6	use count and non-count nouns effectively.		
7	express himself using direct & indirect modes correctly.		
8	use phrasal verbs correctly.		

محتوى المقرر: (تتم التعبئة باللغة المعتمدة في التدريس)

### Module Contents: (fill in using the language of instruction)

ساعات التدريس (Hours)	عدد الأسابيع (Weeks)	قائمة الموضوعات (Subjects)
3	1	Introduction: Basic sentence patterns
9	3	Verb tenses: present, future, past

3	1	Practice on tenses
3	1	Pronouns
3	1	Count & count nouns
3	1	Modal verbs
3	1	Phrasal verbs
6	2	Passive mode
3	1	Practice on passive mode
6	2	Indirect speech
3	1	Practice on indirect speech

الكتاب المقرر والمراجع المساندة: (تتم التعبئة بلغة الكتاب الذي يدرس)

**Textbooks and reference books:**(fill in using the language of the textbook)

Interactions 2 Grammar	اسم الكتاب المقرر Textbook title
Patricia K. Werner	اسم المؤلف (رئيسي) Author's Name
McGraw-Hill	اسم الناشر Publisher
2007	سنة النشر Publishing Year
English Grammar in Use	اسم المرجع (١) Reference (1)
Raymond Murphy	اسم المؤلف Author's Name
Cambridge University Press	اسم الناشر Publisher
2004	سنة النشر

ملاحظة: يمكن إضافة مراجع أخرى بحيث لا تتجاوز ٣ مراجع على الأكثر.

Thompson, Geoff( 1996) *Introducing Functional Grammar*. London: Arnold.

Kolln, Martha, and Robert Funk (1997). *Understanding English Grammar*. 5<sup>th</sup> ed: Allyn and Bacon.

### Online References:

<http://a4esl.org>

<http://esl-lab.com/guide.htm>

<http://elt.oup.com/student/practicegrammar>

<http://classroom.jc-schools.net/basic/la-grammar.html>

[http://www.englisch-hilfen.de/en/exercises\\_list/alle\\_grammar.htm](http://www.englisch-hilfen.de/en/exercises_list/alle_grammar.htm)

[http://englishteststore.net/index.php?option=com\\_content&view=article&id=11387&Itemid=427](http://englishteststore.net/index.php?option=com_content&view=article&id=11387&Itemid=427)

اسم المقرر:
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	رقم المقرر:
	اسم ورقم المتطلب السابق:
	مستوى المقرر:
	الساعات المعتمدة:
<b>Module Title:</b>	Listening and Speaking (3)
<b>Module ID:</b>	ENG 213
<b>Prerequisite:</b>	ENG 123
<b>Level:</b>	3
<b>Credit Hours:</b>	3

## Module Description

## وصف المقرر :

The course aims to train the students to develop their speaking and listening skills so that by 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. Assignments, tests, quizzes, and student's active participation in class individual, pair, and group activities are the tools that may be used to assess student's achievement of the objectives of the course.

## Module Aims

## أهداف المقرر :

1	Understand spoken English at a variety of communicative situations, especially lectures.		١
2	To familiarize students with the sound patterns such as phonemes, stress, rhythm, intonation and tone.		٢
3	To accustom students to the normal rate of speech of the native speakers during normal conversation.		٣

4	To familiarize students with false start, pause, fillers and redundancies.	٤
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مخرجات التعليم: (الفهم والمعرفة والمهارات الذهنية والعملية)

### Learning Outcomes (Comprehension- Knowledge-intellectual and practical skills)

يفترض بالطالب بعد دراسته لهذه المقرر أن يكون قادرا على:

By the end of this course, students should be able to :

1	Understand the proper use of pitch, intonation, duration, tone of voice, gesture and facial expression to full import of a spoken message.	١
2	Speak about different topics in different communicative situations.	٢
3	Show an ability to produce spoken language that has an acceptable level of clarity.	٣
4	Recognize variation in sounds due to varieties in English language.	٤
5	Infer meaning from listening messages.	٥

محتوى المقرر : (تتم التعبئة باللغة المعتمدة في التدريس)

### Module Contents: (fill in using the language of instruction)

ساعات التدريس (Hours)	عدد الأسابيع (Weeks)	قائمة الموضوعات (Subjects)
3	1	Registration and Orientation
6	2	Education and Student Life
6	2	City Life
9	3	Business and Money
6	2	Jobs and Professions

9	3	Lifestyles Around the World
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الكتاب المقرر والمراجع المساندة: (تتم التعبئة بلغة الكتاب الذي يدرس)

**Textbooks and reference books:** (fill in using the language of the textbook)

Interactions 2, Listening and Speaking silver edition	اسم الكتاب المقرر Textbook title
Judith Tanka and Paul Most	اسم المؤلف (رئيسي) Author's Name
Mc Graw –Hill	اسم الناشر Publisher
2007	سنة النشر Publishing Year
2. <u>Improve your IELTS Listening and Speaking Skills CD2</u> (MacMillan,2007)	اسم المرجع (١) Reference (1)
2. Just Listening and Speaking Pre-Intermediate Level	
Jeremy Harmer, Carol Lethaby, Ana Acevedo	اسم المؤلف Author's Name
British English Edition [Paperback]	اسم الناشر Publisher
2006	سنة النشر Publishing Year

ملاحظة: يمكن إضافة مراجع أخرى بحيث لا تتجاوز ٣ مراجع على الأكثر.

NB: You can add a maximum of 3 reference books

**Web Links for listening and speaking skill**

11. URL: <http://libguides.westvalley.edu/esl>

12. <http://jckvmi.iimdo.com>

اسم المقرر:	
رقم المقرر:	

اسم ورقم المتطلب السابق:	
مستوى المقرر:	
الساعات المعتمدة:	
<b>Module Title:</b>	Reading 3
<b>Module ID:</b>	ENG 214 (Reading3)
<b>Prerequisite:</b>	ENG124 (Reading2)
<b>Level:</b>	3
<b>Credit Hours:</b>	3

## Module Description

وصف المقرر :

This course is designed for undergraduate English-majored students at the college Education, Majmaah University. The prerequisite for this course is *ENG124* (Reading and Vocabulary2)

The aims of this course are to develop the abilities of the students to read a complex, text with technical vocabulary and understand it effectively. The students will be able to make inferences, predict meanings, summarize a passage, use context clues, identify topic sentences, supporting details, and concluding sentences and extract main ideas through skimming and scanning.

## Module Aims

أهداف المقرر :

1	To read a complex text		١
2	To encourage the students to skim and scan a text		٢
3	To guess meaning from the context		٣
4	To make inferences		٤
5	To develop analytical, cognitive skills to compare , discuss various issues		٥
6	To develop reading strategies		٦

مخرجات التعليم: (الفهم والمعرفة والمهارات الذهنية والعملية

## Learning Outcomes (Comprehension- Knowledge-intellectual and practical skills)

يفترض بالطالب بعد دراسته لهذه المقرر أن يكون قادراً على:

By the end of this course, students should be able to:

1	read any type of text		١
2	skim and scan a long passage		٢
3	identify the main ideas, topic sentences, supporting details and concluding sentences and develop their reading strategies		٣
4	summarize the passage.		٤
5	make inferences		٥

محتوى المقرر: (تتم التعبئة باللغة المعتمدة في التدريس)

## Module Contents: (fill in using the language of instruction)

ساعات التدريس (Hours)	عدد الأسابيع (Weeks)	قائمة الموضوعات (Subjects)
9	3	Education and Student Life
9	3	City Life
9	3	yBusiness and Mone
9	3	Jobs and Professions
9	3	Life Styles Around the World

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الكتاب المقرر والمراجع المساندة: (تتم التعبئة بملء الكتاب الذي يدرس)

**Textbooks and reference books:** (fill in using the language of the textbook)

Interactions 2 (Reading)	اسم الكتاب المقرر Textbook title
Catherine Green	اسم المؤلف (رئيسي) Author's Name
Mc Graw Hill	اسم الناشر Publisher
2007	سنة النشر Publishing Year
	اسم المرجع (١) Reference (1)
	اسم المؤلف Author's Name
	اسم الناشر Publisher
	سنة النشر Publishing Year

**Online References:**

<http://highered.mcgraw-hill.com>

<http://www.onelook.com/> ○

<http://dictionary.cambridge.org/> ○

		اسم المقرر:
		رقم المقرر:
		اسم ورقم المتطلب السابق:
		مستوى المقرر:
		الساعات المعتمدة:
Module Title:	Writing 2	
Module ID:	ENG 221	

<b>Prerequisite:</b>	ENG 125 Writing 1
<b>Level:</b>	4
<b>Credit Hours:</b>	3

## Module Description

وصف المقرر :

This course aims at developing the students' paragraph writing skills to short essay, of three to five paragraphs, writing skills preparing them for future writing activities in academic writing like writing "term papers" and short "research papers"; and in professional life writing like preparing "CVs", "case reports" and so on.

After a quick review of "paragraph writing" activities, the course moves on to the definition and qualities of a good essay comparing its different parts with those of a paragraph: the topic-the topic, the topic sentence-introductory paragraph, supporting sentences-body paragraphs and concluding sentence – concluding paragraph. The students are introduced with the different steps of essay writing – stimulating ideas, brainstorming and outlining, developing ideas, making the first draft and finally editing.

The students then move on to writing short essays (guided, semi-guided and free) to express their views on different topics. The course focuses on writing "descriptive essays, narrative essays, opinion essays, comparison essays and cause and effect essays.

Special consideration will be paid to the processes of gathering information (data), organizing and analyzing it so as to provide the informal, initial background for more serious research (academic) writing at higher levels.

## Module Aims

أهداف المقرر :

1	-developing key writing skills needed in academic courses at higher levels so as to achieve greater communicative effectiveness. This includes summarization, drawing information from a variety of sources and using the library.		١
2	-focusing on the elements of successful written communication: for example, the skills of revision, editing, and proof-reading skills; and the skills required to organize sentences and paragraphs into logical sequence.		٢
3	-developing the students' paragraph writing skills to short essay, of three to five paragraphs, writing skills.		٣
4	-enabling the students to write in various genres in the appropriate styles (free-writing, descriptions, narratives, comparisons, cause and effect, argumentation - for and against etc).		٤

صفحة ٥١ من 3

5	-training the students on different steps of writing short essays – stimulating ideas, brainstorming, making outline, making the first draft expanding the outline by adding details, descriptions, examples, comparisons, data, arguments and so on ; and proof reading and editing		٥
6	-revising different language structures and grammatical items needed		٦

مخرجات التعليم: (الفهم والمعرفة والمهارات الذهنية والعملية)

## Learning Outcomes (Comprehension- Knowledge-intellectual and practical skills)

يفترض بالطالب بعد دراسته لهذه المقرر أن يكون قادرا على:

By the end of this course, students should be able to demonstrate:

1	-skills in expressing oneself and his views on different topics in writing in coherent paragraphs and essays		١
2	-learning the skills on different steps of writing essays: stimulating ideas through reading, thinking and discussing; brainstorming and outlining; making the initial draft expanding by adding details, descriptions, facts, examples, arguments and so on; proofreading and editing		٢
3	-writing coherent short descriptive, narrative, opinion, cause and effect, and comparison and contrast essays		٣
4	-the appropriate use of language structures and and grammatical items correctly		٤
5			٥

محتوى المقرر: (تتم التعبئة باللغة المعتمدة في التدريس)

## Module Contents: (fill in using the language of instruction)

ساعات التدريس (Hours)	عدد الأسابيع (Weeks)	قائمة الموضوعات (Subjects)
6	2	Orientation Revision: paragraph, its different parts and paragraph writing
6	2	Paragraph to Short Essay: comparing a paragraph to a short essay; unity and coherence of sentences within a paragraph; unity and coherence of paragraphs in an essay; discussing "Simple, Compound and Run-on Sentences"; and editing activities
6	2	Writing Descriptive Essays: stimulating ideas; brainstorming and outlining; first draft – prepositional phrases in descriptive writing,

صفحة ٥٢ من 3

		adjectives in descriptive writing, formation of adjectives and order of adjectives; and editing
6	2	Writing Narrative Essays: stimulating ideas; brainstorming and outlining; first draft- showing sequence in Narrative Essays, using time adverbs and use of subordinating conjunctions, use of Past Continuous Tense, Past Time clauses, Simultaneous and Interrupted activities; editing. 1 <sup>st</sup> Mid-term
6	2	Writing Opinion Essays: stimulating ideas; brainstorming and outlining; first draft – facts and opinions, interpreting facts to support an opinion, arguments and counter arguments; using quantity expressions in Opinion Essays, connectors to show support and opposition; editing
6	2	Writing Comparison and Contrast Essays: stimulating ideas; brainstorming and outlining; first draft – comparison and contrast connectors, using comparatives; editing
6	2	Writing Cause and Effect Essays: stimulating ideas; brainstorming and outlining-cause and effect organization; first draft – casual chains, the future with "will", "will" with "so that", expressing future possibility with "If" clauses
3	1	Revision

الكتاب المقرر والمراجع المساندة: (تتم التعبئة بـ الكتاب الذي يدرس)

### Textbooks and reference books:(fill in using the language of the textbook)

Effective Writing 2 -The Short Essay	اسم الكتاب المقرر Textbook title
Savage, A. & Mayer, A.	اسم المؤلف (رئيسي) Author's Name
Oxford University Press, NY.	اسم الناشر Publisher
2005	سنة النشر Publishing Year
Tapestry Writing 2	اسم المرجع (١) Reference (1)
Blass, L. & Pike-Baky, M	اسم المؤلف

	Author's Name
Thomson/Heinle, Boston	اسم الناشر Publisher
(2005)	سنة النشر Publishing Year
Northstar: Focus on Reading and Writing ( Basic)	اسم المرجع (2) Reference (2)
Frazier, L. & Mills, R	اسم المؤلف Author's Name
Longman	اسم الناشر Publisher
1998	سنة النشر Publishing Year
Northstar: Focus on Reading and Writing (High Intermediate)	اسم المرجع (3) Reference (3)
Miller, J. & Cohen, R	اسم المؤلف Author's Name
Longman	اسم الناشر Publisher
1998	سنة النشر Publishing Year

ملاحظة: يمكن إضافة مراجع أخرى بحيث لا تتجاوز ٣ مراجع على الأكثر.

NB: You can add a maximum of 3 reference books

	اسم المقرر:
	رقم المقرر:

اسم ورقم المتطلب السابق:	
مستوى المقرر:	
الساعات المعتمدة:	
<b>Module Title:</b>	<b>Language Learning Strategies</b>
<b>Module ID:</b>	ENG 222
<b>Prerequisite:</b>	
<b>Level:</b>	4
<b>Credit Hours:</b>	3

## Module Description

وصف المقرر :

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. On completion the course successfully, students are expected to:

1. Understand the core concepts, approaches, classification/taxonomy, functions and implications of Language Learning Strategies (LLSs).
2. Get acquainted with the most common taxonomies/classifications of (LLSs). Particularly Oxford's taxonomy (Strategy Inventory of Language Learning-SILL), and compare them with other famous classifications such as: O'Malley's and Rubin's.

## Module Aims

أهداف المقرر :

1	To Understand the core concepts, approaches, classification/taxonomy, functions and implications of Language Learning Strategies (LLSs).		١
2	To Get acquainted with the most common taxonomies/classifications of (LLSs). Particularly Oxford's taxonomy (Strategy Inventory of Language Learning-SILL), and compare them with other famous classifications such as: O'Malley's and Rubin's.		٢
3	To expand language awareness by examining sophisticated or non-		٣



9	3	Brief discussion of language learning strategies
3	1	Cognitive Strategies
3	2	Taxonomy of language learning strategies
3	1	Metacognitive language learning strategies
3	1	Learning strategies and learning styles
3	1	The role of teacher in language learning strategies.

الكتاب المقرر والمراجع المساندة: (تتم التعبئة بلغة الكتاب الذي يدرس)

Textbooks and reference books: (fill in using the language of the textbook)

Language Learner Strategies	اسم الكتاب المقرر Textbook title
Cohen, Andrew & Macaro, E.	اسم المؤلف (رئيسي) Author's Name
Oxford: Oxford University Press	اسم الناشر Publisher
2007	سنة النشر Publishing Year
Language learning strategies: What every teacher should know. Rowley, MA.	اسم المرجع (١) Reference (1)
Oxford, R. L.	اسم المؤلف Author's Name
Newbury House	اسم الناشر Publisher
1990	سنة النشر Publishing Year

ملاحظة: يمكن إضافة مراجع أخرى بحيث لا تتجاوز ٣ مراجع على الأكثر.

Module Title:	Introduction to Linguistics
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Module ID:	ENG 223
Prerequisite:	ENG 121
Level:	6
Credit Hours:	3

## Module Description

## وصف المقرر :

This course aims to acquaint students with the theories about the origins of language and how does it differ from other systems of communication. Specifically it also aims to introduce the fundamental concepts of language and linguistics and the major components of linguistic, such as phonetics phonology, morphology syntax, semantics and pragmatics. Students will also be introduced to word formation processes and some macro- linguistic aspects e.g. Sociolinguistics, Psycholinguistics, Discourse Analysis, Language Change and Language and Culture.

## Module Aims

## أهداف المقرر :

1	To acquaint students with the theories about the origins of language and how does it differ from other systems of communication.		١
2	To introduce students to the fundamental concepts and components of language and linguistic.		٢
3	To introduce students to some macro- linguistic aspects.		٣

## مخرجات التعليم: (الفهم والمعرفة والمهارات الذهنية والعملية)

### Learning Outcomes (Comprehension- Knowledge-intellectual and practical skills)

يفترض بالطالب بعد دراسته لهذه المقرر أن يكون قادرا على:

By the end of this course, students should be able to :

1	Students will be cognizant of language use and usage.
2	Students will be more sensitive to conversational maxims and speech acts.
3	Students will be able to understand politeness principles, deixis, implicature and appropriate linguistic and nonlinguistic communication.

محتوى المقرر: (تتم التعبئة باللغة المعتمدة في التدريس)

**Module Contents:** (fill in using the language of instruction)

ساعات التدريس (Hours)	عدد الأسابيع (Weeks)	قائمة الموضوعات (Subjects)
3	1	The origins of language
3	1	The development of writing
3	1	The sounds of language
3	1	The sound patterns of language
6	2	Word formation processes
3	1	Morphology
3	1	Semantics
3	1	Pragmatics
3	1	Discourse analysis
3	1	Language acquisition
3	1	Sociolinguistics
3	1	Psycholinguistics
3	1	Language and culture

الكتاب المقرر والمراجع المساندة: (تتم التعبئة بلغة الكتاب الذي يدرس)

Textbooks and reference books: (fill in using the language of the textbook)

The Study of Language	اسم الكتاب المقرر Textbook title
George Yule	اسم المؤلف (رئيسي) Author's Name
Cambridge University Press	اسم الناشر Publisher
2006	سنة النشر Publishing Year
The Cambridge Encyclopedia of English Language	اسم المرجع (١) Reference (1)
David Crystal	اسم المؤلف Author's Name
Cambridge University Press	اسم الناشر Publisher
2003	سنة النشر Publishing Year

ملاحظة: يمكن إضافة مراجع أخرى بحيث لا تتجاوز ٣ مراجع على الأكثر.

NB: You can add a maximum of 3 reference books

	اسم المقرر:
	رقم المقرر:
	اسم ورقم المتطلب السابق:
	مستوى المقرر:
	الساعات المعتمدة:
<b>Module Title:</b>	Introduction to Translation
<b>Module ID:</b>	ENG224
<b>Prerequisite:</b>	50 credit hours
<b>Level:</b>	4
<b>Credit Hours:</b>	3

### Module Description

### وصف المقرر:

This course is designed for English-majored undergraduate students at the college of Education, Majma'ah University. The course is intended to introduce translation studies to students and acquainting them with its basic terms and approaches. The course proceeds from the assumption that students need to learn good English in the course of learning translation and some exercises are supposed to do that. The emphasis is always on enhancing the student's skills in transformation which is the cornerstone of translation. In addition, student should be trained to produce alternative forms of expressing a given idea, a skill which is to be learnt too.

### Module Aims

### أهداف المقرر:

1	To highlight the difference between translation and interpretation.		١
2	To develop the students' ability to implement contrastive analysis in preparation for translation.		٢

3	To help students acquire the basic vocabulary used in model texts.		٣
4	To enable students understand the condensed syntactic structured used in model texts.		٤
5	To develop students' awareness of the differences in using TL and SL apart from the syntactic complexities peculiar to each one of them.		٥
6	To train students to produce alternative forms of expressing a given idea.		٦
7	To raise students' awareness of the basic differences between literary, scientific and general translation.		٧

مخرجات التعليم: (الفهم والمعرفة والمهارات الذهنية والعملية

### Learning Outcomes (Comprehension- Knowledge-intellectual and practical skills)

يفترض بالطالب بعد دراسته لهذه المقرر أن يكون قادرا على:

By the end of this course, students should be able to :

1	define translation & interpretation		١
2	implement contrastive analysis in preparation for translation.		٢
3	produce alternative forms of expressing a given idea.		٣
4	translate texts from English into Arabic.		٤
5	translate texts from Arabic into English.		٥
6	use various translation strategies.		
7	differentiate among the various translation approaches.		
8	use the basic vocabulary used in model texts effectively.		
9	understand the condensed syntactic structured		

	used in model texts.		
10	develop an awareness of the differences in using Arabic and English.		
11	introduce literary translation		
12	introduce scientific translation		

محتوى المقرر: (تتم التعبئة باللغة المعتمدة في التدريس)

**Module Contents:** (fill in using the language of instruction)

ساعات التدريس (Hours)	عدد الأسابيع (Weeks)	قائمة الموضوعات (Subjects)
3	1	Introduction: Translation versus Interpretation
3	1	Writing versus speech, Arabic versus English
6	2	Introducing basic terms
3	1	Exercises
6	2	Basic sentence structure: English versus Arabic
3	1	Handling cultural problems: pragmatics , discourse and stylistic differences
3	1	Exercises
3	1	Handling structural problems
3	1	literary translation: model texts
3	1	Exercises
3	1	Scientific translation: model texts
3	1	Scripture translation: model texts
3	1	Exercises

الكتاب المقرر والمراجع المساندة: (تتم التعبئة بلغة الكتاب الذي يدرس)

**Textbooks and reference books:** (fill in using the language of the textbook)

Translation Studies.	اسم الكتاب المقرر Textbook title
Bassnett, Susan	اسم المؤلف (رئيسي) Author's Name
Methuen & Co. Ltd.	اسم الناشر Publisher
1980	سنة النشر Publishing Year
فن الترجمة	اسم المرجع (١) Reference (1)
محمد عناني	اسم المؤلف Author's Name
الشركة المصرية العالمية للنشر - لونجمان	اسم الناشر Publisher
2008	سنة النشر Publishing Year

ملاحظة: يمكن إضافة مراجع أخرى بحيث لا تتجاوز ٣ مراجع على الأكثر.

NB: You can add a maximum of 3 reference books

Newmark, Peter (1981) *Approaches to Translation*, New York: Pergamon Press.

Enani (2001) *On Translating Arabic: a Cultural Approach*, Cairo: GEBO

عناني، محمد. نظرية الترجمة الحديثة، الشركة المصرية العالمية للنشر - لونجمان، ٢٠٠٣

Online References:

<http://www.translationjournal.net>

<http://a4esl.org>

<http://www.manythings.org>

<http://esl-lab.com/guide.htm>

	اسم المقرر:
	رقم المقرر:
	اسم ورقم المتطلب السابق:
	مستوى المقرر:
	الساعات المعتمدة:
<b>Module Title:</b>	<b>INTRODUCTION TO LITERATURE</b>
<b>Module ID:</b>	ENG225
<b>Prerequisite:</b>	
<b>Level:</b>	4
<b>Credit Hours:</b>	3

### Module Description

### وصف المقرر :

Introduction to Literature seeks to introduce students to basic elements of literature through the study of its various forms: poetry, drama, and fiction. Students will practice reading and writing about literature in its different genres observing different techniques such as descriptive writing, writing with examples, cause and effect, and comparison and contrast.

This course will adopt a combination of two approaches-the language model and the process-based one. Both models are learner-centered. The language model proceeds through a text, and pays attention to the way language is used. Within this model of studying literature, the teacher can choose to use stylistic analysis which involves the close study of the linguistic features of the text to enable students to make meaningful interpretations of the text. It aims to help learners read and study literature more competently.

As for the process-based approach, it encourages learners to draw on their own opinions, feelings and personal experiences. It aims for interaction between the text and the reader in English, helping make the language more memorable. Learners are encouraged to “make the text their own”. This model recognizes the immense power that literature can have to move people and widen their perspectives.

## Module Aims

## أهداف المقرر:

1	To expose students to literature as a source of unmodified language in the classroom because the skills they acquire in dealing with difficult or unknown language can be used outside the class.		١
2	To encourage students' interaction, as literary texts are often rich in multiple layers of meaning, and can be effectively used for discussions.		٢
3	To expand language awareness by examining sophisticated or non-standard examples of language, which makes students more aware of the norms of language use.		٣
4	To educate students, for values in literary texts encourage learners to develop attitudes towards them. These values and attitudes relate to the world outside the classroom.		٤
5	To motivate students to feel a real sense of achievement at understanding a piece of literature.		٥
6	Finally, to open up new horizons for students who may develop interest in specializing in literary studies later in their academic career		٦

مخرجات التعليم: (الفهم والمعرفة والمهارات الذهنية والعملية)

## Learning Outcomes (Comprehension- Knowledge-intellectual and practical skills)

يفترض بالطالب بعد دراسته لهذه المقرر أن يكون قادراً على:

By the end of this course, students should be able to :

1	Understand and use basic literary terms and technical concepts		١
2	Develop critical skills in reading, analyzing, and writing about literature		٢
3	Gain knowledge of writing in different genres and writing response and research papers as well		٣
4	Investigate how different literature genres approach different topics		٤
5	Write critical arguments about literature		٥

محتوى المقرر: (تتم التعبئة باللغة المعتمدة في التدريس)

**Module Contents:** (fill in using the language of instruction)

ساعات التدريس (Hours)	عدد الأسابيع (Weeks)	قائمة الموضوعات (Subjects)
3	1	Introductory lecture
3	1	Literary concepts and technical terms
3	1	Definition of Arts
6	2	Literary Genres: -Drama -Novel -Poetry -Short Stories
9	3	A survey of major literary movements
3	1	Reading and analyzing <u>The Old Man and the Sea</u> , Ernest Hemingway
6	2	Reading and analyzing <u>Look back in Anger</u> , John Osborne
3	1	Reading and analyzing <u>The Mask of the Red death</u> , Edgar A. Poe
3	1	Reading and analyzing William Shakespeare's Sonnet 18: <u>The Ultimate Valentine's Day Poem</u>
3	1	Reading and analyzing <u>Love Forever, A Moment Of Truth</u> By <u>Silke Wettergren</u>

الكتاب المقرر والمراجع المساندة: (تتم التعبئة باللغة الكتاب الذي يدرس)

**Textbooks and reference books:** (fill in using the language of the textbook)

The Norton Introduction to Literature	اسم الكتاب المقرر Textbook title
Carl E. Bain, Jerome Beaty, J. Paul Hunter,	اسم المؤلف (رئيسي) Author's Name
W. W. Norton & Company	اسم الناشر Publisher
1986	سنة النشر Publishing Year

صفحة ٦٧ من 3

An Introduction to Literature	اسم المرجع (١) Reference (1)
<a href="#">Sylvan Barnet</a> , <a href="#">William E. Burto</a> , <a href="#">William E. Cain</a>	اسم المؤلف Author's Name
Longman; 16th edition	اسم الناشر Publisher
2010	سنة النشر Publishing Year

ملاحظة: يمكن إضافة مراجع أخرى بحيث لا تتجاوز ٣ مراجع على الأكثر.

NB: You can add a maximum of 3 reference books

	اسم المقرر:
	رقم المقرر:
	اسم ورقم المتطلب السابق:
	مستوى المقرر:
	الساعات المعتمدة:
<b>Module Title:</b>	Advance Reading
<b>Module ID:</b>	ENG311
<b>Prerequisite:</b>	ENG214 (Reading3)
<b>Level:</b>	5
<b>Credit Hours:</b>	3

## Module Description

## وصف المقرر:

This course is designed for undergraduate English-major students at the college of Education, Majmaah University. The prerequisite for this course is *ENG214* (Reading and Vocabulary3) The purpose of the course is to develop the students' awareness of the reading process and thinking skills, to produce a communicative rapport with the text, to comprehend the main ideas, to understand the language and contents of the text and to infer the author point of views, and enhance their reading strategies and planning for logical discussion so that they will be able to read in ways that are expected in schools, colleges and business.

## Module Aims

## أهداف المقرر:

1	To encourage the students to skim and scan for the main ideas and details.		١
2	To develop the students' thinking skills cognitive skills, analytical skills of comparing and discussing issues		٢
3	To develop their reading strategies.		٣

4	To encourage the students to comprehend technical vocabularies and use context clues to infer the meaning of new vocabularies.		٤
5	To encourage the students to understand a complex sentence structure in academic texts and reading various cultural viewpoints and issues for analysis and class discussion.		٥
6	To write a complete summary of an article, story, memoir, interview, commentary and make inferences		٦

مخرجات التعليم: (الفهم والمعرفة والمهارات الذهنية والعملية)

### Learning Outcomes (Comprehension- Knowledge-intellectual and practical skills)

يفترض بالطالب بعد دراسته لهذه المقرر أن يكون قادرا على:

By the end of this course, students should be able to:

1	read different types of texts		١
2	skim and scan for main ideas and details		٢
3	develop their cognitive skills, analytical skills of comparing things and understand a complex sentence structure in academic texts.		٣
4	comprehend technical vocabularies and use context clues to infer the meaning of new vocabularies.		٤
5	write a complete summary of an article, story, memoir, interview, commentary, develop communicative abilities, identify causes , make inferences formulate an argument and recall information		٥

محتوى المقرر: (تتم التعبئة باللغة المعتمدة في التدريس)

**Module Contents:** (fill in using the language of instruction)

ساعات التدريس (Hours)	عدد الأسابيع (Weeks)	قائمة الموضوعات (Subjects)
3	1	Orientation
9	3	New Challenges
9	3	Teamwork and Competition
9	3	Gender and Relationships
9	3	Health and Leisure
6	2	High Tech, Low Tech

الكتاب المقرر والمراجع المساندة: (تتم التعبئة باللغة الكتاب الذي يدرس)

**Textbooks and reference books:** (fill in using the language of the textbook)

Mosaic1 --Reading	اسم الكتاب المقرر Textbook title
Brenda Wegmann Miki Knezevic	اسم المؤلف (رئيسي) Author's Name
<u>McGraw-Hill Companies</u>	اسم الناشر Publisher
2007	سنة النشر Publishing Year

	اسم المرجع (١) Reference (1)
	اسم المؤلف Author's Name
	اسم الناشر Publisher
	سنة النشر Publishing Year

### Online Reference:

<http://highered.mcgraw->

One Look Dictionary: <http://www.onelook.com/>

Cambridge Dictionary: <http://dictionary.cambridge.org/>

ملاحظة: يمكن إضافة مراجع أخرى بحيث لا تتجاوز ٣ مراجع على الأكثر.

NB: You can add a maximum of 3 reference books

	اسم المقرر:
	رقم المقرر:
	اسم ورقم المتطلب السابق:
	مستوى المقرر:
	الساعات المعتمدة:
<b>Module Title:</b>	Advance Writing
<b>Module ID:</b>	ENG 312
<b>Prerequisite:</b>	English Writing 2 (ENG 221)
<b>Level:</b>	5
<b>Credit Hours:</b>	3

## Module Description

## وصف المقرر :

This course aim at developing writing communicative skill in academic and professional life of the learners. Writing arguments and making analysis 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 – in which each student has to choose his 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. The rationale behind this segment of the course is to engage this students in a small scale research that involves exploiting various resources such as research methods, web sites and referencing.

## Module Aims

## أهداف المقرر :

1	Improve students' logical and analytical skill to express their ideas in writing		١
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2	Employ pre-writing, writing and post writing strategies to produce flawless and effective pieces of writing		٢
3	Enable them to communicate in terms of writing officially and professionally		٣
4	Orientation with small scale research		٤
5	Make them familiar with editing process and techniques		٥
6			٦

مخرجات التعليم: (الفهم والمعرفة والمهارات الذهنية والعملية)

### Learning Outcomes (Comprehension- Knowledge-intellectual and practical skills)

يفترض بالطالب بعد دراسته لهذه المقرر أن يكون قادرا على:

By the end of this course, students should be able to :

1	Brainstorm and use graphic organizers to jot down ideas		١
2	Write philosophical, argumentative and cause and effect (5-paragraph) essays/articles		٢
3	Compose memos and emails for internal communications within an organization		٣
4	Produce a CV and write and cover letter		٤
5	Write a small scale research assignment about a focused learner		٥
6	Edit a piece of writing		

محتوى المقرر: (تتم التعبئة باللغة المعتمدة في التدريس)

### Module Contents: (fill in using the language of instruction)

صفحة ٧٤ من 3

ساعات التدريس (Hours)	عدد الأسابيع (Weeks)	قائمة الموضوعات (Subjects)
3	1	Introduction and orientation with the course
6	2	How to write a good philosophical essay
6	2	How to write a an argumentative and cause and effect essay
3	1	Orientation with the project diagnostic assignment
3	1	Editing a piece of writing
3	1	How to write a Memos and inter-organization emails
6	2	Developing CV and cover letter
6	2	Finalizing diagnostic assignment (a small scale research)

الكتاب المقرر والمراجع المساندة: (تتم التعبئة بلغة الكتاب الذي يدرس)

**Textbooks and reference books:** (fill in using the language of the textbook)

Writing Arguments	اسم الكتاب المقرر Textbook title
John D. Ramage, Arizona State University John C. Bean, Seattle University June Johnson, Seattle University	اسم المؤلف (رئيسي) Author's Name
Longman	اسم الناشر Publisher
2012	سنة النشر Publishing Year
Writing for Advanced Learners of English	اسم المرجع (١) Reference (1)
Francoise Grellet	اسم المؤلف Author's Name
Cambridge University Press (CUP)	اسم الناشر Publisher

صفحة ٧٥ من 3

2004	سنة النشر Publishing Year
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Reference 2

**4th Edition**

## Interactions Mosaic Writing

**Laurie Blass, Pamela Hartmann, Margaret Keenan Segal, James Mentel, Cheryl Pavlik and Meredith Pike-Baky**  
**HIGH BEGINNING TO ADVANCED**

Reference 3

**Keys for Writers: A Brief Handbook by Ann Raimes, Wadworth Press.**

**Web Links for writing skill:**

<http://www.bloomsbury-international.com/learning-english-as-a-second-language/how-to-develop-good-writing-skills-in-english.html>

<http://www.write-better-english.com/>

<http://www.learnielts.com/ielts-writing/how-to-write-paragraph.htm>

<http://rwc.hunter.cuny.edu/reading-writing/on-line-text.html>

<http://www.dailywritingtips.com/how-to-revise-edit-and-proofread-your-writing/>

Note: The Department reserve the right to change the textbook as and when it deems it necessary.

ملاحظة: يمكن إضافة مراجع أخرى بحيث لا تتجاوز ٣ مراجع على الأكثر.

NB: You can add a maximum of 3 reference books

	اسم المقرر:
	رقم المقرر:

صفحة ٧٦ من 3

اسم ورقم المتطلب السابق:	
مستوى المقرر:	
الساعات المعتمدة:	
<b>Module Title:</b>	<b>Applied Linguistics</b>
<b>Module ID:</b>	ENG313
<b>Prerequisite:</b>	ENG 223
<b>Level:</b>	5
<b>Credit Hours:</b>	3

## Module Description

وصف المقرر :

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/education, translation, language therapy, forensic linguistics, counseling, etc.).

This course aims to introduce students to the central theories, approaches, ideas, terms and methods of Applied Linguistics. More specifically, it will cover issues such as: topics, theories, controversies, terms and history of Applied Linguistics.

## Module Aims

أهداف المقرر :

1	To introduce students to the various applications of linguistic theories, methods, and findings to the field of second and foreign language learning and teaching		١
2	To introduce students to the most technical terms in the field of applied linguistics Rubin's.		٢
3	To expand students understanding and awareness of the classroom interaction between students and teachers.		٣
4	To introduce students to a range of theoretical and critical approaches in relation to the study of applied linguistics.		٤

5	To explain the main theories of second language acquisition	٥
6	Finally, to think more critically, scientifically and analytically.	٦

مخرجات التعليم: (الفهم والمعرفة والمهارات الذهنية والعملية)

**Learning Outcomes** (Comprehension- Knowledge-intellectual and practical skills)

يفترض بالطالب بعد دراسته لهذه المقرر أن يكون قادراً على:

By the end of this course, students should be able to :

1	Introduce students to a range of theoretical and critical approaches in relation to the study of applied linguistics	١
2	Develop critical skills in reading, analyzing, and writing about Applied Linguistics	٢
3	Gain knowledge of writing in different genres and writing response and research papers as well	٣
4	To think more critically, scientifically and analytically	٤
5	To teach students how to write research papers in the field of applied linguistics	٥

محتوى المقرر: (تتم التعبئة باللغة المعتمدة في التدريس)

**Module Contents:** (fill in using the language of instruction)

ساعات التدريس (Hours)	عدد الأسابيع (Weeks)	قائمة الموضوعات (Subjects)
3	1	Introductory lecture and <i>Course Orientation</i>

3	1	Definition of the term applied linguistics and its relation other disciplines
3	1	The scope of applied linguistics
6	2	A range of theoretical and critical approaches in relation to the study of applied linguistics
9	3	Brief discussion of language acquisition theories
3	1	Methods and approaches second language teaching and testing
3	2	Interlanguage and Contrastive analysis, error analysis
3	1	Learning strategies
3	1	Learning strategies and learning styles
3	1	Language-disorder and forensic linguistics

الكتاب المقرر والمراجع المساندة: (تتم التعبئة بلغة الكتاب الذي يدرس)

### **Textbooks and reference books:**(fill in using the language of the textbook)

Applied Linguistics	اسم الكتاب المقرر Textbook title
Cook, Guy.	اسم المؤلف (رئيسي) Author's Name
Oxford: Oxford University Press	اسم الناشر Publisher
2003	سنة النشر Publishing Year
Issues in Applied Linguistics..	اسم المرجع (١) Reference (1)
Mc Carthy,M.	اسم المؤلف Author's Name
Linguistics.Oxford/Malden,MA:BlachWell.	اسم الناشر Publisher
2001	سنة النشر Publishing Year

ملاحظة: يمكن إضافة مراجع أخرى بحيث لا تتجاوز ٣ مراجع على الأكثر.

NB: You can add a maximum of 3 reference books

اسم المقرر:	
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	رقم المقرر:
	اسم ورقم المتطلب السابق:
	مستوى المقرر:
	الساعات المعتمدة:
<b>Module Title:</b>	ENG 314
<b>Module ID:</b>	<b>Phonetics/Phonology (Descriptive)</b>
<b>Prerequisite:</b>	<b>ENG 223(Introduction to Linguistics) + ENG 121 Teaching English Language Pronunciation</b>
<b>Level:</b>	5
<b>Credit Hours:</b>	3

## Module Description

## وصف المقرر :

Both Phonetics and Phonology study the human speech sounds, but each one with different perspectives/interests (phonetics with physical/articulatory/acoustic orientation, whilst Phonology with the functions of the sounds in specific languages). This course is the second in the series of three courses in the Department Syllabus that deal with the sounds (description, articulation, functions, combination, etc.). The first of the three (ENG 121) is a practical pronunciation course (drawing on *the English Pronunciation in Use*, series), whilst the second (ENG 314) and the third (ENG 322) seek to introduce students to the theoretical description of both segmental and supra-segmental features of English. This course introduces students to the keynote concepts, theories and terms of Phonetics and Phonology. English segmental (vowels, diphthongs and consonants) will be introduced. In addition, supra-segmental such as the structure/function of the Syllable and Stress will also be surveyed. The investigation of the rest of the supra-segmental such as Intonation (structure and Function), connected speech (assimilation, Rhythm, Ellipsis), will be taken up by the third course in the series (ENG 322 Phonology). Furthermore, the *phoneme* theory and Jakobson's theory of *Distinctive Features* will be introduced. Assessment tends to be varied and multi-faceted including tests, quizzes, written assignments/response papers, class presentations, etc.

## Module Aims

## أهداف المقرر:

1	<b>This course:</b> Introduces students to the fundamentals/key concepts, theories, approaches and terms of English Phonetics and Phonology.		١
2	Describes English Segmental features (remedial work of what has been done on ENG 121).		٢
3	Describes English Supra-segmental ( Syllable-Stress- Assimilation, Rhythm(Isochrony), Elision, Intonation, etc.		٣
4	Improves students' pronunciation via the knowledge of the features of Segmental and Supra-segmental ( esp. Stress & Intonation).		٤
5	Promotes an awareness of the differences between English & Arabic in terms of both Segmentals and Supra-segmental ( cf: ENG 121,ENG 324)		٥
6			٦

مخرجات التعليم: (الفهم والمعرفة والمهارات الذهنية والعملية)

### Learning Outcomes (Comprehension- Knowledge-intellectual and practical skills)

يفترض بالطالب بعد دراسته لهذه المقرر أن يكون قادراً على:

By the end of this course, students should be able to:

1	Understand the most central ideas, concepts, terms and approaches in both Phonetics & Phonology.		١
2	Distinguish between Phonetics and Phonology, Phoneme and Allophone, Complementary and Contrastive Distribution, English Syllable and Arabic Syllable, Tone and Intonation languages, Stress-timed, Syllable-timed and Mora-timed languages, etc.		٢

3	Be cognizant of the features and descriptions of both English Segmentals and Supra-segmentals.		٣
4	Recognise and practice the rules and patterns of English Stress and Connected Speech features such as: Assimilation, Rhythm (Isochrony), Elision, etc. .		٤
5	Realise and practice English Intonation and its four key functions.		٥

محتوى المقرر: (تتم التعبئة باللغة المعتمدة في التدريس)

**Module Contents:** (fill in using the language of instruction)

ساعات التدريس (Hours)	عدد الأسابيع (Weeks)	قائمة الموضوعات (Subjects)
3	1	Course Orientation
3	1	Introducing key principles, ideas, terms, methods, et., of both Phonetics and Phonology (explaining and discussing the differences between the two in terms of definition, concepts, terms, methods and interests).
6	2	Brief survey of segmental features of English.. (vowels/diphthongs/consonants) and their role in English pronunciation and English sound system. Students are expected to have done some basic work on English Supra-segmental in " ENG 121 English Pronunciation Practice".
3	1	Brief survey of English Supra-segmental ( Syllable, Stress, Connected Speech Features such as assimilation, rhythm and elision, etc., Intonation.
3	1	Detailing the English Syllable ( structure and function) and comparing it with Arabic Syllable (cf.ENG 414 ).
6	2	Stress Rules and Patterns
9	3	Intonation : Nature, Structure and Function.. Intonation vs. Tone languages, the four functions of intonation( Attitudinal, Accentual, Grammatical and Discoursal Functions).
3	1	Implications of Supra-segmental features on English pronunciation (improving students' pronunciation on the basis of the knowledge of

صفحة ٨٣ من 3

		these supra-segmental.
6	2	More on Word Stress and Sentence Stress
3	1	More practice on English Intonation (esp. the 5 tones)

الكتاب المقرر والمراجع المساندة: (تتم التعبئة بـ اللغة التي يدرس)

**Textbooks and reference books:**(fill in using the language of the textbook)

English Phonetics and Phonology	اسم الكتاب المقرر Textbook title
Peter Roach	اسم المؤلف (رئيسي) Author's Name
Cambridge University Press	اسم الناشر Publisher
The book is being published almost annually (any of the latest editions)	سنة النشر Publishing Year
-The Phonology of English as an International Language	اسم المرجع (1) Reference (1)
Jennifer Jenkins	اسم المؤلف Author's Name
Oxford University Press	اسم الناشر Publisher
2000	سنة النشر Publishing Year
An Introduction to the Pronunciation of English	اسم المرجع (2) Reference (2)
A.C. Gimson	اسم المؤلف Author's Name
E. Arnold	اسم الناشر Publisher
1962 (1 <sup>st</sup> edn.) Preferably (2008 edn.)	سنة النشر Publishing Year

A Dictionary of English Linguistics and Phonetics	اسم المرجع (3) Reference (3)
David Crystal	اسم المؤلف Author's Name
Blackwell	اسم الناشر Publisher
2003	سنة النشر Publishing Year

ملاحظة: يمكن إضافة مراجع أخرى بحيث لا تتجاوز ٣ مراجع على الأكثر

NB: You can add a maximum of 3 reference books

#### Online references:

- <http://allwebhunt.com/dir-wiki.cfm/phonology>
- [phonetics.ucla.edu](http://phonetics.ucla.edu)
- [soundsofenglish.org](http://soundsofenglish.org)
- [cla.calpoly.edu/~jrubby/phon/syllables.html](http://cla.calpoly.edu/~jrubby/phon/syllables.html)
- [clas.mq.edu.au/speech/phonetics/topics.html](http://clas.mq.edu.au/speech/phonetics/topics.html)

	اسم المقرر:
	رقم المقرر:
	اسم ورقم المتطلب السابق:
	مستوى المقرر:
	الساعات المعتمدة:
<b>Module Title:</b>	<b>Morphology</b>
<b>Module ID:</b>	<b>ENG 315</b>
<b>Prerequisite:</b>	<b>ENG 113, ENG 124, ENG 214&amp; ENG 223</b>
<b>Level:</b>	<b>5</b>
<b>Credit Hours:</b>	<b>3</b>

## Module Description

## وصف المقرر :

Defining the subject area: 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.
4. Ability to argue intelligently and soundly and to think critically, analytically and innovatively with and about language (e.g. lexical gaps and neologisms)

Methods: 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.).

## Module Aims

## أهداف المقرر:

1	<b>This course:</b> Introduces students to the fundamentals of Morphology, in general and English Morphology, in particular.		١
2	Acquaints students with lexical knowledge, use and word-formation processes.		٢
3	Familiarizes students with major morphological processes such as : lexical gaps, neologisms, pullet surprises, bending, compounds, acronyms, back-formations, clippings, abbreviations, eponyms, reduplications, etc.		٣
4	Promotes students ability to think logically, analytically, sensibly and soundly via seeing the rule-governed nature of word-formation processes.		٤
5	Provide insights into the ongoing change of English vocabulary knowledge and practices, as a result of Internet language/Mobile ( the impact of SMS and email clippings on present-day English).		٥

مخرجات التعليم: (الفهم والمعرفة والمهارات الذهنية والعملية)

### Learning Outcomes (Comprehension- Knowledge-intellectual and practical skills)

يفترض بالطالب بعد دراسته لهذه المقرر أن يكون قادرا على:

**By the end of this course, students should be able to :**

1	Know the tenets of Morphology in general, and English Morphology, in more specific terms.		١
2	Recognize the workings of morphology, and the cognitive nature of word-		٢

	formation processes and lexical knowledge ( e.g. Lexical Gaps, Pullet Surprises and Neologisms, Sign language Morphology vs. Natural Language Morphology, etc.).		
3	Integrate word-knowledge and processes with the totality of linguistic knowledge.		٣
4	Analyse English words into their roots, bases/stems, morphemes, allomorphs, etc.		٤
5	See the Creativity of language via being aware of the phenomenon of Discreteness (ability to cut down longer words into smaller chunks and form longer ones from smaller chunks).		٥

محتوى المقرر: (تتم التعبئة باللغة المعتمدة في التدريس)

**Module Contents:** (fill in using the language of instruction)

ساعات التدريس (Hours)	عدد الأسابيع (Weeks)	قائمة الموضوعات (Subjects)
3	1	Course Orientation
6	2	What is Morphology? Types of Morphology and Morphological Analysis (Inflectional vs. Derivational, Lexical vs. Grammatical Morphology), Morphological knowledge (Mental lexicon),
9	3	Word-Formation Processes: Morpheme, Allomorph, Roots, Bases/Stems, Prefixes, Infixes, Suffixes, Circumfixes, etc. (Note the rarity of infixes and circumfixes in English).
6	2	Lexical Gaps, Pullet Surprises and Neologisms and their implications for both theoretical and applied linguistics.
9	3	Blends vs. Compounds, Clippings, Acronyms vs. Back-formations

صفحة ٨٨ من 3

		(providing students with as many examples as possible from English,( a few examples from other languages could be mentioned as well).
3	1	Eponyms, Reduplications,( with many English examples).
3	1	More practice on identifying roots, bases, stems, prefixes, suffixes (infixes and circumfixes from languages where they may exist).
3	1	Presentations/Response Papers/Project Discussions/Seminars
3	1	More Practice on various word-formation processes ( e.g. roots, bases, stems, lexical gaps, back-formations, blending, compounding, etc).

الكتاب المقرر والمراجع المساندة: (تتم التعبئة بلغة الكتاب الذي يدرس)

**Textbooks and reference books:**(fill in using the language of the textbook)

اسم الكتاب المقرر Textbook title	Language: An Introduction (Morphology chapter 3 )
اسم المؤلف (رئيسي) Author's Name	- Victoria Fromkin,
اسم الناشر Publisher	Thomson
سنة النشر Publishing Year	2013 (10 <sup>th</sup> edition/1 <sup>st</sup> edition 2007)
اسم المرجع (١) Reference (1)	What is Morphology ?
اسم المؤلف Author's Name	Mark Aronoff
اسم الناشر Publisher	Black-well
سنة النشر Publishing Year	2011
اسم المرجع (2) Reference (2)	Morphology

- Francis katamba	اسم المؤلف Author's Name
Palgrave Macmillan	اسم الناشر Publisher
2002 (1 <sup>st</sup> 1993)	سنة النشر Publishing Year
A. Spencer	اسم المرجع (3) Reference (3)
Morphological Theory	اسم المؤلف Author's Name
Basil Black-well	اسم الناشر Publisher
1991	سنة النشر Publishing Year

ملاحظة: يمكن إضافة مراجع أخرى بحيث لا تتجاوز ٣ مراجع على الأكثر.

NB: You can add a maximum of 3 reference books

	اسم المقرر:
	رقم المقرر:
	اسم ورقم المتطلب السابق:
	مستوى المقرر:
	الساعات المعتمدة:
<b>Module Title:</b>	<b>English Syntax</b>
<b>Module ID:</b>	<b>ENG 321</b>
<b>Prerequisite(s):</b>	<b>ENG 315 (Morphology)</b>
<b>Level:</b>	<b>6</b>
<b>Credit Hours:</b>	<b>3</b>

## Module Description

## وصف المقرر :

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. Students will generally be equipped with the key notions, theories/approaches, terms, tools, and methods of syntactic analysis. Though the analyses, in this course tend to draw preeminently on Chomskyan Generativism, other leading schools such as Hallidayan Systemic-Functional Grammar, Fillmore's Case Grammar, etc., will also be touched on. Focal syntactic concepts such as : Constituency/constituency tests, categories ( lexical, phrasal and functional categories), Grammaticality/Well-formedness, Discreteness, Creativity/Infinity, Generative , etc. will generally be surveyed. In addition, Phrase Structure rules/trees, UG, Deep-Structure (D-structure) & Surface Structure (S-Structure) and Transformational rules will be explained, discussed and practiced. Training students to think scientifically, reasonably and validly is one of the underlying objectives of teaching Syntax.

Instructors are advised to vary both the methods of teaching and the strategies of assessment: lecturing, class presentations/discussions, peer-teaching/reviewing, etc.; assessment may include: tests, quizzes, response papers, class presentations, written assignments, field work, etc.

## Module Aims

## أهداف المقرر:

1	Introduces students to the major theories, approaches, methods of analysis, terms, etc., of Syntax.		١
2	Acquaints students with the major aspects of English syntax and its central place in the English Language system.		٢
3	Raises English majors' awareness of the complexity of language structure (e.g. the workings of English sentences).		٣
4	Introduces Students to both Chomsky and Halliday (their syntactic philosophies, approaches and ways of Analysis).		٤
5	Approaches English syntax, in such a way that integrates it (rather than isolate it) with the other linguistic levels of the English language system (morphology, phonology, discourse, etc)		٥
6			٦

مخرجات التعليم: (الفهم والمعرفة والمهارات الذهنية والعملية)

## Learning Outcomes (Comprehension- Knowledge-intellectual and practical skills)

يفترض بالطالب بعد دراسته لهذه المقرر أن يكون قادرا على:

By the end of this course, students should be able to :

1	Recognize the building blocks of Syntax, in general, and English Syntax, in more specific terms.		١
2	Understand the core methods of syntactic analysis (Chomskyan, Functional-Systemic/Hallidayan methods).		٢

3	Conceptualize and analyses English sentences using the concepts of : Syntactic Rules, Constituents, Categories, Phrase Structure Rules/Trees, Transformational Rules along with new versions of the Generative theory. In addition, students should be able to discuss issues such as Creativity and Discreteness.		٣
4	Discuss the issue of Universal Grammar (UG) / Principles-and-Parameters and Universal Features.		٤
5	Think logically, sensibly, analytically and critically.		٥

محتوى المقرر: (تتم التعبئة باللغة المعتمدة في التدريس)

**Module Contents:** (fill in using the language of instruction)

ساعات التدريس (Hours)	عدد الأسابيع (Weeks)	قائمة الموضوعات (Subjects)
3	1	<b>Course orientation</b>
6	2	What is Syntax? What is Syntactic Analysis? Syntactic Theories and Methods of Analysis (Chomsky, Halliday, Filmore, etc.).. examples will be predominantly from English Syntax.
6	2	Key concepts: Constituents-categories-Functions of Syntactic Analysis, Phrase Structure Rules/Trees, Creativity/Infinity/Discreteness, Structural Ambiguity, Transformations, etc.( this section may also include traditional typology of English sentences/clauses/phrases).
6	2	Syntactic knowledge-Universal Grammar, Principles-and- Parameters and Universal Features.
9	3	General survey of the more recent versions of Generative Grammar (e.g. X-bar, GB and MP), with almost all examples from English.
6	2	Introduction to Hallidayan Systemic-Functional Grammar
6	2	More applications of Syntactic Analyses of different schools on English sentences and phrases.
3	1	More Practice on Phrase Structure Rules

صفحة ٩٣ من 3


الكتاب المقرر والمراجع المساندة: (تتم التعبئة بلغة الكتاب الذي يدرس)

**Textbooks and reference books:** (fill in using the language of the textbook)

- Language: An Introduction (Syntax chapter 4)	اسم الكتاب المقرر Textbook title
Victoria Fromkin	اسم المؤلف (رئيسي) Author's Name
- Thompson	اسم الناشر Publisher
2013 (1 <sup>st</sup> sedition 2007)	سنة النشر Publishing Year
- Aspects of the Theory of Syntax	اسم المرجع (١) Reference (1)
Noam Chomsky	اسم المؤلف Author's Name
MIT Press	اسم الناشر Publisher
1965	سنة النشر Publishing Year
- Grammar as Science	اسم المرجع (2) Reference (2)
Richard Larson	اسم المؤلف Author's Name
MIT Press	اسم الناشر Publisher
2010	سنة النشر Publishing Year

- The English Sentence	اسم المرجع (3) Reference (3)
Andrew Radford	اسم المؤلف Author's Name
Cambridge University Press	اسم الناشر Publisher
2009	سنة النشر Publishing Year

ملاحظة: يمكن إضافة مراجع أخرى بحيث لا تتجاوز ٣ مراجع على الأكثر.

NB: You can add a maximum of 3 reference books

Note: Rather than just relying entirely on a textbook, the course instructor may opt use a variety of materials collated and adapted from multiple sources both (paper and/or web-based).

	اسم المقرر:
	رقم المقرر:
	اسم ورقم المتطلب السابق:
	مستوى المقرر:
	الساعات المعتمدة:
<b>Module Title:</b>	<b>ENG 322</b>
<b>Module ID:</b>	<b>Phonology (Functional)</b>
<b>Prerequisite:</b>	<b>ENG 223(Introduction to Linguistics) + ENG 121 Teaching English Language Pronunciation+ ENG 314</b>
<b>Level:</b>	<b>6</b>
<b>Credit Hours:</b>	<b>3</b>

## Module Description

## وصف المقرر :

Phonology is the sub-branch of linguistics which studies the sound system of specific languages ( sometimes it is called Functional Phonetics).  
This is the third course that deals with "sounds" in the department Syllable, after: ENG 121 & ENG 314. The main focus here will be on the descriptions, analyses and practices of "supra-segmental features/characters of English (Syllable-Stress- Intonation- Connected Speech: rhythm -assimilation- elision, along with a set of other phonological processes). Besides, students are set to have a working knowledge of the detailed functions of intonation (attitudinal, accentual, grammatical and discourse functions), the distinction between tone and intonation languages, coupled with some remedial work on phonemic analysis and the segmentals that have a role to play in intonation and other aspects of English supra-segmental phonology.  
The accompanying remedial work may probably include a focus on the differences between Phonetics & Phonology, Complementary & Contrastive Distributions, etc.  
The improvement of students' pronunciation of English (esp. at the supra-segmental level) via raising students' awareness of the relevant phonological features and processes, is one of the chief concerns of the course.

## Module Aims

## أهداف المقرر:

1	<b>Course orientation</b>		١
2	Remedial work on English Phonology (its main characteristics, the way it differs from Phonetics and its main types: Segmental(phonemic) and Supra-segmental		٢
3	Some remedial work and practices on the rules and patterns of stress (complex word and sentence stress). More work on the contrast between Tone and Intonation Languages		٣
4	Extended work and practice on English Intonation.).		٤
5	Detailed aspects of the Attitudinal Functions of English Intonation Practice on the Attitudinal Functions of English Intonation		٥
6	Detailed aspects of the Grammatical Functions of English Intonation. Practice on the Grammatical Functions of English Intonation		٦
	Detailed aspects of the Accentual Functions of English Intonation Practice on the Accentual Functions of English Intonation		

	<p>Detailed aspects of the Discourse Functions of English Intonation.</p> <p>Practice on the Discourse Functions of English Intonation</p> <p>Comparison and Contrast between English and Arabic Supra-segmentals (esp. Intonation)</p>		
	Revision and Final Exam		

مخرجات التعليم: (الفهم والمعرفة والمهارات الذهنية والعملية)

**Learning Outcomes** (Comprehension- Knowledge-intellectual and practical skills)

يفترض بالطالب بعد دراسته لهذه المقرر أن يكون قادرا على:

**By the end of this course, students should be able to :**

1	Broaden their knowledge of English supra-segmentals ( particularly Stress and Intonation) (Note that they have already done quite some work on supra-segmentals on the two other courses of phonetics and phonology EN 121 & ENG 314).		١
2	Get increased knowledge and practices on some aspects of naturally flowing connected speech (esp. Assimilation and Rhythm).		٢
3	Have a detailed working knowledge of the structure and function of English		٣

	Intonation(note that they have already started doing intonation since last course ENG 314).		
4	Practice English Intonation with particular reference to : Attitudinal, Grammatical, Accentual and Discourse functions ( Roach has devoted four chapters on these functions of intonation).		٤
5	See the importance of the role English intonation and stress in shaping the structure of the English sound system.		٥
6	Develop a sense of the rhythm and flow of English sounds		
	Use their knowledge of English Stress and Intonation to improve their pronunciation		
	Understand the variations in English accents (both native English and World Englishes.. drawing on Jenkins's (1989/2001)recent work).		

محتوى المقرر: (تتم التعبئة باللغة المعتمدة في التدريس)

**Module Contents:** (fill in using the language of instruction)

Weeks	ساعات التدريس (Hours )	الموضوعات (Subjects)
1	3	Course orientation

1	3	Remedial work on English Phonology (its main characteristics, the way it differs from Phonetics and its main types: Segmental(phonemic) and Supra-segmental.
1	3	Some remedial work and practices on the rules and patterns of stress (complex word and sentence stress). More work on the contrast between Tone and Intonation Languages
1	3	Extended work and practice on English Intonation.
3	9	Detailed aspects of the Attitudinal Functions of English Intonation.  Practice on the Attitudinal Functions of English Intonation
2	6	Detailed aspects of the Grammatical Functions of English Intonation.  Practice on the Grammatical Functions of English Intonation
2	6	Detailed aspects of the Accentual Functions of English Intonation.  Practice on the Accentual Functions of English Intonation
3	9	Detailed aspects of the Discourse Functions of English Intonation.  Practice on the Discourse Functions of English Intonation  Comparison and Contrast between English and Arabic Supra-segmentals (esp. Intonation)
1	3	Revision and Final Exam

الكتاب المقرر والمراجع المساندة: (تتم التعبئة بلغة الكتاب الذي يدرس)

**Textbooks and reference books:**(fill in using the language of the textbook)

English Phonetics and Phonology	اسم الكتاب المقرر Textbook title
Peter Roach	اسم المؤلف (رئيسي) Author's Name
Cambridge University Press	اسم الناشر Publisher
latest editions (2008-2012)	سنة النشر Publishing Year
The Phonology of English as an International Language	اسم المرجع (١) Reference (1)
Jennifer Jenkins	اسم المؤلف Author's Name
Oxford University Press	اسم الناشر Publisher
1989/2001	سنة النشر Publishing Year
An Introduction to the Pronunciation of English	اسم المرجع (2) Reference (2)
A.C. Gimson	اسم المؤلف Author's Name
E. Arnold	اسم الناشر Publisher
1962 (1 <sup>st</sup> edn.) Preferably (2008 edn.)	سنة النشر Publishing Year

NB: You can add a maximum of 3 reference books

ملاحظة: يمكن إضافة مراجع أخرى بحيث لا تتجاوز ٣ مراجع على الأكثر

نموذج ( ٥ )

مختصر توصيف المقرر

Form (5)

Brief Module Description

<b>Module Title:</b>	<b>Semantics</b>
<b>Module ID:</b>	ENG 323
<b>Prerequisite:</b>	ENG 223 (Introduction to Linguistics) & ENG 513 (Morphology)
<b>Level:</b>	6
<b>Credit Hours:</b>	3

## Module Description

وصف المقرر :

Semantics is the interdisciplinary sub-field of linguistics which investigates meaning in language (often contrasted with Pragmatics which studies meaning in use, despite the lots of overlaps/controversies between the two).

On the completion of this course, students should know and 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 different approaches. Major among these are: Sense & reference, referential theory, conceptual theory, componential analysis, role of context (e.g. Speech Acts), 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. The course also tackles theories of word/sentence meaning. A multi-faceted approach to the complex questions of meaning is highly recommended. The relationship between Semantics and Pragmatics is also outlined and discussed.

Teaching methods are expected to vary between lecturing, task-based, seminars & presentations and assigning and guiding research – projects.

Evaluation and assessment likewise take various but integrated forms: mid-test(s), quizzes, response/assigned papers, project work and final exam.

## Module Aims

أهداف المقرر :

1	<b>This course:</b> Introduces students to the science of meaning/Semantics (key concepts, theories, terms and approaches to meaning). It also attempts to probe the 'complexity' of meaning and its interdisciplinary/cross-disciplinary nature.		١
2	Explores the Referential/Naming, conceptual, Componential analysis, Semiotics/Semiology, etc.		٢

3	Discusses the differences between: Semantics and Pragmatics; Semantics and Syntax, Cognitive Meaning/Original Meaning and Connotational/Associative Meaning, etc.		٣
4	Surveys English lexical Semantics (Homonymy and Polysemy, Hyponyms; Set Phrases/Idioms and Collocations; Synonyms and Antonyms; Metonymy, etc.		٤
5	Investigates the role of Context in shaping meaning (Contextual theory of meaning and Speech Acts)—(cf. ENG 412, ENG 413).		٥
6	Examines the way " <i>meaning</i> " works in words, sentences and probably longer stretches of language such as texts (cf. ENG 413).		٦

مخرجات التعليم: (الفهم والمعرفة والمهارات الذهنية والعملية)

**Learning Outcomes** (Comprehension- Knowledge-intellectual and practical skills)

يفترض بالطالب بعد دراسته لهذه المقرر أن يكون قادرا على:

**By the end of this course, students should be able to :**

1	Know the key theories, ideas, terms, approaches and controversies over "meaning".		١
2	Realize the complexity and interdisciplinary nature of the study of meaning (linguistics, psychology/cognitive science, sociology, anthropology, philosophy, etc.).		٢
3	Discuss the similarities and differences between Semantics and Pragmatics.		٣
4	Understand the workings/features of English semantics (esp. Lexical semantics: homonymy-polysemy-hyponymy- synonyms-antonyms-metonymy-idioms/catch/set phrases, collocations etc.		٤
5	Recognise and discuss the various distinctions within the field of semantics such as : Sense vs. Reference, Sentence vs. Utterance, Cognitive/original vs. Connotational meaning , etc.		٥
6	Use English words, phrases and sentences correctly and appropriately, in the light of their study of semantics/meaning.		

7	Develop creative, critical and analytical thinking.		
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محتوى المقرر: (تتم التعبئة باللغة المعتمدة في التدريس)

**Module Contents:** (fill in using the language of instruction)

ساعات التدريس (Hours)	عدد الأسابيع (Weeks)	قائمة الموضوعات (Subjects)
3	1	Course Orientation
6	2	What is Semantics? (general overview of key ideas, concepts, interdisciplinary nature of the subject (meaning in other disciplines), Semantics vs. pragmatics, etc.
9	3	Major Theories/Approaches of Meaning: Sense vs. Reference approaches, Referential/Naming theory, Conceptual Theory (Ogden's & Richards' Semantic Triangle/de Saussure's semiotics/semiology, Contextual Theory of meaning, Componential Theory of meaning, etc.
6	2	Lexical Semantics: Homonymy vs. Polysemy, Synonymy vs. Antonymy, Hyponymy, Metonymy, Collocations, etc.
3	1	Idioms, Catch/Set phrases
6	2	More on Meaning and Context (cf. ENG 413 Discourse Analysis, ENG 412 Sociolinguistics).
6	2	Word Meaning & Sentence Meaning
9	3	Meaning in Context( Speech Acts-Deixis -Implicatures, etc)(cf. interfaces between Semantics, Pragmatics, sociolinguistics and Discourse analysis).

**Textbooks and reference books** (fill in using the language of the textbook)

Semantics	اسم الكتاب المقرر Textbook title
A.P. Cowie	اسم المؤلف (رئيسي) Author's Name
Oxford University Press.	اسم الناشر Publisher
2009	سنة النشر Publishing Year
Linguistic Semantics	اسم المرجع (١) Reference (1)
John Lyons	اسم المؤلف Author's Name
Cambridge University Press	اسم الناشر Publisher
1995 (1s edn.)	سنة النشر Publishing Year
Semantics	اسم المرجع (2) Reference (2)
F. R. Palmer	اسم المؤلف Author's Name
Cambridge	اسم الناشر Publisher
(1981)* the book is being published continuously and used widely around the world	سنة النشر Publishing Year
Meaning in Language: An Introduction to Semantics and Pragmatics	اسم المرجع (3) Reference (3)
D.A. Cruise	اسم المؤلف Author's Name

Oxford University Press	اسم الناشر Publisher
2004	سنة النشر Publishing Year

نموذج ( ٥ )

مختصر توصيف المقرر

Form (5)

Brief Module Description

	اسم المقرر:
	رقم المقرر:
	اسم ورقم المتطلب السابق:
	مستوى المقرر:
	الساعات المعتمدة:
<b>Module Title:</b>	ENG 324
<b>Module ID:</b>	Comparative Linguistics
<b>Prerequisite:</b>	ENG 223 (Introduction to Linguistics), ENG 314 (Descriptive English Phonetics and Phonology), ENG 315 (Morphology)
<b>Level:</b>	6
<b>Credit Hours:</b>	3

## Module Description

## وصف المقرر :

Comparative Linguistics (which historically emerged out of Historical Linguistics) studies the similarities and differences between two or more languages.

This course seeks to provide students with a working knowledge of :

1. History, approaches and methods of Comparative Linguistics.
2. Common terms, and trends in Comparative linguistics (e.g. cognates, lexicostatistics, etc).
3. Relationship between Historical Linguistics and Comparative Linguistics.
4. Contrastive Linguistics/Analysis (in the light of Comparative Linguistics).
5. Phonological, Morphological, Syntactic, Semantics, Discourse similarities and differences between *English* and *Arabic* and the impact of that on learning English by speakers of Arabic language ( e.g. segmental/supra-segmental, grammatical/discoursal differences between the two languages).
6. Aspects of Comparative Linguistics such as Inter/Cross-cultural Communication,

along with new perspectives as Internet Linguistics( cf. Crystal, 2006,2011).

The course draws on a pool of paper and cyber/web-based materials and employs a range of methods : lecturing, class seminars/discussions, response papers/presentations, etc. Assessment of students' performance tends to be varied/multifaceted (tests, quizzes, research assignments, response papers, presentations, etc.)

## Module Aims

## أهداف المقرر:

1	<b>This course:</b> Introduces the key theories, methods and approaches of Comparative Linguistics (includes comparison and contrast between Comparative Linguistics and Historical Linguistics).		١
2	Investigates Contrastive analysis (CA) Hypothesis and discusses its relevance to both comparative and applied linguistics( the controversies over CA will be briefly surveyed and discussed) .		٢
3	Examines phonological, morphological, syntactic, semantic and pragmatic, discursal systems and patterns between English and Arabic. The implications for this comparison and contrast for EFL in Arabic-speaking countries may be considered.		٣
4	Explores comparative analyses between various languages and language systems. This may include comparisons of inter/multi/cross-cultural communication as well as the new perspectives such as Internet Linguistics, New Englishes, etc.		٤
5			٥
6			٦

مخرجات التعليم: (الفهم والمعرفة والمهارات الذهنية والعملية)

**Learning Outcomes** (Comprehension- Knowledge-intellectual and practical skills)

يفترض بالطالب بعد دراسته لهذه المقرر أن يكون قادرا على:

**By the end of this course, students should be able to :**

1	Possess a working knowledge about the central approaches, theories and		١
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	methods of Comparative Linguistics.		
2	See the relationship between Comparative Linguistics and Historical Linguistics ( How much do language families and change affect the methods of Comparative Linguistics—cognates and lexicostatistics).		٢
3	Be cognizant of and interpret the complex relationship between languages (e.g. Arabic & English) on the basis of the theory of Contrastive Analysis/Contrastive Linguistics.		٣
4	Discuss the pros and cons (merits/demerits) of Contrastive Analysis Hypothesis (CAH) and its implications for EFL pedagogy and language education.		٤
5	Particularly recognize the similarities and differences between English and Arabic phonological, morphological, structural, semantic and pragmatic/discourse systems.		٥

محتوى المقرر: (تتم التعبئة باللغة المعتمدة في التدريس)

**Module Contents:** (fill in using the language of instruction)

ساعات التدريس (Hours)	عدد الأسابيع (Weeks)	قائمة الموضوعات (Subjects)
3	1	Course Orientation
3	1	An Overview of Comparative linguistics
3	1	Comparative Linguistics vs. historical Linguistics
6	2	Types of Comparative Analyses and Methods ( Cognates-Lexicostatistics, etc.)
9	3	Comparative Linguistics and Contrastive Linguistics/Analysis Hypothesis—Implications for Arabic vs. English linguistic systems.. and for Arabic-speaking EFL pedagogy
12	4	Comparative Linguistics and Intercultural/Cross-cultural communication, Comparative Linguistics and Issues of Bi/Multi/-Lingualism, New Englishes, etc.
6	2	Special Aspects of Transfer ( English & Arabic), at all aspects of linguistic system (phonological, morphological, syntactic, pragmatic/discourse, etc.

3	1	More focus on the theory of Contrastive analysis and its pedagogical implications.

الكتاب المقرر والمراجع المساندة: (تتم التعبئة بلغة الكتاب الذي يدرس)

**Textbooks and reference books:** (fill in using the language of the textbook)

Historical and Comparative Linguistics	اسم الكتاب المقرر Textbook title
R. Anttila	اسم المؤلف (رئيسي) Author's Name
John Benjamins	اسم الناشر Publisher
1989	سنة النشر Publishing Year
Language history, Language Change, and Language Relationship: An Introduction to Historical and Comparative Linguistics	اسم المرجع (١) Reference (1)
Hock, Hans Henrich, and Brian D. Joseph.	اسم المؤلف Author's Name
Mouton de Gruyter.	اسم الناشر Publisher
	سنة النشر Publishing Year
Internet Linguistics	اسم المرجع (2) Reference (2)
David Crystal	اسم المؤلف Author's Name
Routledge	اسم الناشر

	Publisher
2011	سنة النشر Publishing Year
Historical Linguistics	اسم المرجع (3) Reference (3)
Lyle Campbell	اسم المؤلف Author's Name
Cambridge University Press	اسم الناشر Publisher
2004	سنة النشر Publishing Year

نموذج ( ٥ )

مختصر توصيف المقرر

Form (5)

Brief Module Description

Module Title:	Pragmatics
Module ID:	ENG 325
Prerequisite:	ENG 223
Level:	6
Credit Hours:	3

## Module Description

وصف المقرر :

This course aims to introduce students to Pragmatics as one of the major branches of linguistics that primarily deals with how people use language within a context, in real-life everyday communicative situations. It helps students to understand the interaction between language, use and grammar by providing an introduction to the key concepts and the major issues in the field of Pragmatics, covering, linguistic cultural and cognitive domains. It probes the study of the uses and the effects of language, implied meaning, language as used in concrete situations and its impact on the world. Theoretical approaches of scholars in the field such as (C. Morris, Wittgenstein, Austin, Searle, Grice) will be reviewed, covering the following topics: Speech act theory, Felicity conditions, Conversational implicature and entailment, the Cooperative principle, Conversational maxims, Politeness principles, Phatic tokens, Deixis, ambiguity, Presupposition and Nonverbal communication.

## Module Aims

أهداف المقرر :

1	To acquaint students with the uses of language in real contexts and its impact on the world.		١
2	To introduce students to Pragmatics as one of the major branches of linguistics.		٢
3	To probes the effects of the implied meaning of language in concrete everyday situations.		٣

مخرجات التعليم: (الفهم والمعرفة والمهارات الذهنية والعملية)

Learning Outcomes (Comprehension- Knowledge-intellectual and practical skills)

يفترض بالطالب بعد دراسته لهذه المقرر أن يكون قادرا على:

By the end of this course, students should be able to :

1	Students will be cognizant of language use and usage.
2	Students will be more sensitive to conversational maxims and speech acts.
3	Students will be able to understand politeness principles, deixis, implicature, and appropriate linguistic and nonlinguistic communication.

محتوى المقرر: (تتم التعبئة باللغة المعتمدة في التدريس)

Module Contents: (fill in using the language of instruction)

ساعات التدريس (Hours)	عدد الأسابيع (Weeks)	قائمة الموضوعات (Subjects)
3	1	Pragmatics Defined
3	1	Speech act theory
3	1	Felicity conditions
6	2	Conversational implicature
3	1	Entailment
3	1	Cooperative principle
3	1	Conversational maxims
3	1	Deixis
3	1	Politeness principles

3	1	Presupposition.
3	1	Nonverbal communication.
3	1	Functions of language
3	1	Ambiguity

الكتاب المقرر والمراجع المساندة: (تتم التعبئة بلغة الكتاب الذي يدرس)

Textbooks and reference books: (fill in using the language of the textbook)

Pragmatics	اسم الكتاب المقرر Textbook title
Stephen Levinson	اسم المؤلف (رئيسي) Author's Name
Cambridge University Press	اسم الناشر Publisher
1983	سنة النشر Publishing Year
Defining Pragmatics	اسم المرجع (١) Reference (1)
Mira Ariel	اسم المؤلف Author's Name
Cambridge University Press	اسم الناشر Publisher
2010	سنة النشر Publishing Year

ملاحظة: يمكن إضافة مراجع أخرى بحيث لا تتجاوز ٣ مراجع على الأكثر.

NB: You can add a maximum of 3 reference books

Module Title:	Research Methods
Module ID:	ENG 411
Prerequisite:	None
Level:	7
Credit Hours:	3

### Module Description

وصف المقرر :

This course aims to provide students with the tools and skills required to conduct research both theoretically and practically. It is intended to help students develop research questions, based on a critical appraisal of existing research. It purports to enable students to embark on new research projects through introducing them to the different principles and scientific methods of research writing.

### Module Aims

أهداف المقرر :

1	to enable students to conduct research projects through introducing them to the scientific principles and methods of research writing.		١
2	to provide students with the theoretical and practical tools for research writing.		٢
3	to help students develop research questions, based on a critical appraisal of existing research.		٣

مخرجات التعليم: (الفهم والمعرفة والمهارات الذهنية والعملية)

### Learning Outcomes (Comprehension- Knowledge-intellectual and practical skills)

يفترض بالطالب بعد دراسته لهذه المقرر أن يكون قادراً على:

By the end of this course, students should be able to :

1	Students will understand theoretical principles of research writing.
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2	Students will apply these principles in writing dissertations.
3	Students will be able to comply with standard methods of documentation referencing, avoiding plagiarism and analysis of ideas in different parts of a research.

محتوى المقرر: (تتم التعبئة باللغة المعتمدة في التدريس)

Module Contents: (fill in using the language of instruction)

ساعات التدريس (Hours)	عدد الأسابيع (Weeks)	قائمة الموضوعات (Subjects)
3	1	Defining research
3	1	Types of research
3	1	Developing a research design
3	1	Topic choosing and limiting a research focus
3	1	Planning and outlining
3	1	Sampling
3	1	Methods of data collection
3	1	Note taking
3	1	Review of related literature,
3	1	Theoretical framework, methodology
3	1	Analysis and discussion
6	2	Citation, using illustrations, documentation, referencing and avoiding plagiarism
3	1	Testing validity and reliability of the research

الكتاب المقرر والمراجع المساندة: (تتم التعبئة بلغة الكتاب الذي يدرس)

Textbooks and reference books: (fill in using the language of the textbook)

صفحة ١١٧ من 3

Research Methods in English	اسم الكتاب المقرر Textbook title
M.P.SINHA	اسم المؤلف (رئيسي) Author's Name
Nice Printing Press ,Delhi	اسم الناشر Publisher
2007	سنة النشر Publishing Year
Doing teacher research.	اسم المرجع (١) Reference (1)
Freeman, D	اسم المؤلف Author's Name
Heinle & Heinle, Boston	اسم الناشر Publisher
1998	سنة النشر Publishing Year

ملاحظة: يمكن إضافة مراجع أخرى بحيث لا تتجاوز ٣ مراجع على الأكثر.

NB: You can add a maximum of 3 reference books

	اسم المقرر:
	رقم المقرر:
	اسم ورقم المتطلب السابق:
	مستوى المقرر:
	الساعات المعتمدة:
<b>Module Title:</b>	<b>Sociolinguistics</b>
<b>Module ID:</b>	ENG412
<b>Prerequisite:</b>	ENG223
<b>Level:</b>	7
<b>Credit Hours:</b>	3

## Module Description

وصف المقرر :

Sociolinguistics is an interdisciplinary branch of linguistics that deals with all aspects of interrelationships between language and society. AS such, it shares lots of boundaries with neighboring fields such as Discourse Analysis, Pragmatics, Sociology, Anthropology, etc. 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 –switching, speech acts, addressing, politeness. In addition it will include common sociolinguistics issues such as : language and gender, language and thought / culture, language and politics/ ethnicity/ power /ideology , Discourse practices/orders , and some particular Conversational Analysis issues.

## Module Aims

أهداف المقرر :

1	To demonstrate an understanding of the scope of sociolinguistics and identify language related issues as part of the field.		١
2	To compare different language varieties, demonstrate an understanding of societal attitudes towards them and discuss their implications for education and the society as a whole		٢

3	To discuss the factors influencing the choice of different languages used as a means of communication in various contexts		٣
4	To discuss and describe the interrelationship between language and culture and how culture affects our everyday communication.		٤
5	To demonstrate cross-cultural sensitivity and the ability to apply culturally sensitive and appropriate approaches in educational practices		٥
6	Finally, to critically analyze language policies and language planning in different context as well as in the learners' own context and offer alternative solutions		٦

مخرجات التعليم: (الفهم والمعرفة والمهارات الذهنية والعملية)

### Learning Outcomes (Comprehension- Knowledge-intellectual and practical skills)

يفترض بالطالب بعد دراسته لهذه المقرر أن يكون قادراً على:

By the end of this course, students should be able to :

1	Introduce students to a range of theoretical and critical approaches in relation to the study of Sociolinguistics		١
2	Develop critical skills in reading, analyzing, and writing about Sociolinguistics		٢
3	Gain knowledge of writing in different genres and writing response and research papers as well.		٣
4	To think more critically, scientifically and analytically.		٤
5	To teach students how to write research papers in the field of sociolinguistics		٥

محتوى المقرر: (تتم التعبئة باللغة المعتمدة في التدريس)

**Module Contents:** (fill in using the language of instruction)

ساعات التدريس (Hours)	عدد الأسابيع (Weeks)	قائمة الموضوعات (Subjects)
3	1	Introductory lecture and <i>Course Orientation</i>
3	1	Definition of sociolinguistics and the sociology of language.
3	1	Language, Dialects and Varieties: language varieties and dialects, and language and gender
6	2	Language, Dialects and Varieties: language varieties and dialects, and language and gender
9	3	Ethnography of Speaking, Accommodation and Domain
3	1	Choosing a code: Diglossia Code switching
3	2	Multilingualism and language policy: Multilingualism and multiculturalism language maintenance and shift language death - language rights, and pidgins and creoles.
3	1	Learning strategies
3	1	Multilingualism and language policy: Multilingualism and multiculturalism language maintenance and shift language death - language rights, and pidgins and creoles.
3	1	Multilingualism and language policy: Multilingualism and multiculturalism language maintenance and shift language death - language rights, and pidgins and creoles.

الكتاب المقرر والمراجع المساندة: (تتم التعبئة باللغة الكتاب الذي يدرس)

**Textbooks and reference books:** (fill in using the language of the textbook)

Sociolinguistics	اسم الكتاب المقرر Textbook title
Spolsky, B.	اسم المؤلف (رئيسي) Author's Name
Oxford: Oxford University Press	اسم الناشر Publisher
2004	سنة النشر Publishing Year
<i>An introduction to sociolinguistics</i>	اسم المرجع (١)

	Reference (1)
Wardhaugh, R	اسم المؤلف Author's Name
Blackwell Publishers Ltd, Oxford.	اسم الناشر Publisher
2002	سنة النشر Publishing Year

نموذج ( ٥ )

مختصر توصيف المقرر

Form (5)

Brief Module Description

	اسم المقرر:
	رقم المقرر:
	اسم ورقم المتطلب السابق:
	مستوى المقرر:
	الساعات المعتمدة:
<b>Module Title:</b>	<b>Discourse Analysis</b>
<b>Module ID:</b>	<b>ENG 413</b>
<b>Prerequisite:</b>	<b>ENG 223 Introduction to Linguistics</b>
<b>Level:</b>	<b>7</b>
<b>Credit Hours:</b>	<b>3</b>

## Module Description

## وصف المقرر :

Discourse Analysis (DA) is an interdisciplinary branch of linguistics which investigates any stretches/forms of language beyond the sentence level (in both spoken and written communication). DA also views language as 'social practice'.

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 , Voice and Ideology, Stereotyping/Political Correctness, Code-switching and Negotiation of meaning, Critical Discourse Analysis(CDA), Contextual features and text analysis, Schemata , co-textual relations ,etc. critical thinking , open-mindedness, and research techniques are among the most expected learning objectives 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.

Instructors are encouraged to adopt a multi-faceted method of assessment that combines: test(s), quizzes, written/spoken assignments, response papers, project work, etc.

## Module Aims

## أهداف المقرر:

1	<b>This course:</b> Investigates the tenets/key ideas, theories, approaches, terms of Discourse and Discourse Analysis, Critical Discourse Analysis (CDA) and Discourse Studies (DS).		١
2	Examines the complex interfaces between Discourse and Context, Communication, Culture, Grammar, Logic, Meaning, Schemata, Cognition, etc.		٢
3	Studies Discourse Strategies ( how language operates beyond the sentence level in both spoken and written forms).		٣
4	Views and analyse texts and discourses as basically "Socio-cognitive construct".		٤
5	Identifies bias and stereotypes in discourses and texts ( as well pinpointing underlying beliefs and ideologies in discourses and texts).		٥
6	Explains and discusses some particular issues in Discourse Analysis and Cross-cultural Communication (e.g. Political Correctness- being sensitive towards the "other").		٦

مخرجات التعليم: (الفهم والمعرفة والمهارات الذهنية والعملية)

**Learning Outcomes** (Comprehension- Knowledge-intellectual and practical skills)

يفترض بالطالب بعد دراسته لهذه المقرر أن يكون قادرا على:

**By the end of this course, students should be able to :**

1	Know the key issues, topics, methods, ideas, controversies in Discourse Analysis.		١
2	Critically analyse texts and discourses for bias, ideology, complexity of meaning, voice, etc.		٢
3	Differentiate between Sentence, Text and Discourse, and realize the various ways in which different discourses work, conflict, compete, construct social structure and get constructed by it, make meaning or conceal/mask it, etc.		٣
4	Grasp the complex relationship between discourse and communication, context, grammar, meaning, style, culture, schema, etc.		٤

5	various interfaces between language and society, and discourses/texts and social structure ( discourse analysis views language as primarily social practice, as mentioned in the description).		٥
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محتوى المقرر: (تتم التعبئة باللغة المعتمدة في التدريس)

**Module Contents:** (fill in using the language of instruction)

ساعات التدريس (Hours)	عدد الأسابيع (Weeks)	قائمة الموضوعات (Subjects)
3	1	Course introduction
6	2	What is Discourse and Discourse Analysis/Critical Discourse Analysis/Discourse Studies? Key Ideas, Concepts, Theories and Approaches of Discourse Analysis/Studies.
3	1	Sentence, Text and Discourse (also concepts such as "utterance" ( comparison and contrast between all these terms)
6	2	Discourse and Communication (Models of Communication: Classical/One-way- Interactive- Multi-sided Models), Speech Event, Speech Community vs. Discourse Community, etc.
3	1	Discourse and Context ( The various aspects of Context and Context of Situation).. references should be made to Malinowsk's Phatic Communion/Communication, Skinner, Halliday's ( co-text), etc.
3	1	Discourse and Meaning-Making (complexity of meaning, negotiation of meaning, Schemata, (systemic meaning vs. schematic meaning, bias, ideology, etc.)
3	1	Stereotyping/Stereotypes, Political Correctness
6	2	Discourse and Literary Texts ( Impact of reading on making meaning of a text), Style & Stylistics ( Foregrounding, Norm & Deviation), ), Reader-Response , Intertextuality , Open-texts vs. Closed-texts, writer's voice, etc.
3	1	Discourse and Logic ( fallacies)/ Discourse and Grammar
9	3	Conversation Analysis (turn-taking, topic formation, topic maintenance , conflict and shift, interruptions, Goffman's Systemic norms and Ritual Norms/rules of conversation, etc)

**Textbooks and reference books:** (fill in using the language of the textbook)

Discourse Analysis	اسم الكتاب المقرر Textbook title
H.G. Widdowson	اسم المؤلف (رئيسي) Author's Name
Oxford University Press	اسم الناشر Publisher
2007	سنة النشر Publishing Year
- The handbook of Discourse Analysis	اسم المرجع (١) Reference (1)
Deborah Schiffrin , Debrah Tannen and D. Hamilton	اسم المؤلف Author's Name
Blackwell	اسم الناشر Publisher
2001 (1s edition)	سنة النشر Publishing Year
Discourse Analysis: The Sociolinguistic Analysis of Natural Language	اسم المرجع (2) Reference (2)
Michael Stubbs	اسم المؤلف Author's Name
University of Chicago Press	اسم الناشر Publisher
1983 (1 <sup>st</sup> edition)	سنة النشر Publishing Year
Language and Power	اسم المرجع (3) Reference (3)
Norman Fairclough	اسم المؤلف Author's Name
Longman	اسم الناشر

	Publisher
1989	سنة النشر Publishing Year

<http://ipra.ua.ac.be/main.aspx>

[www.discourses.org](http://www.discourses.org)

<http://www.tandf.co.uk/journals>

ملاحظة: يمكن إضافة مراجع أخرى بحيث لا تتجاوز ٣ مراجع على الأكثر.

NB: You can add a maximum of 3 reference books

Note: Rather than just relying entirely on a textbook, the course instructor may opt use a variety of materials collated and adapted from multiple sources both (paper and/or web-based).

	اسم المقرر:
	رقم المقرر:
	اسم ورقم المتطلب السابق:
	مستوى المقرر:
	الساعات المعتمدة:
<b>Module Title:</b>	<b>Historical Linguistics</b>
<b>Module ID:</b>	<b>ENG 414</b>
<b>Prerequisite:</b>	<b>ENG 223 (Introduction to Linguistics),ENG 314 Descriptive Phonetics, ENG 315 Morphology.</b>
<b>Level:</b>	<b>7</b>
<b>Credit Hours:</b>	<b>3</b>

## Module Description

## وصف المقرر :

This course aims to acquaint students with the central theories, approaches, ideas, terms and methods of Historical Linguistics. More specifically, it will 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/death/endangered languages). These changes will be theoretically grounded on a survey of a set of major linguistic schools such as Historicism/Neogrammarian, Structuralism- Functionalism- Prague School- London School of Linguistics and Generativism.

The history and development of English language will form a special module within the course. Students will know the primary stages of the development of English ( Old English- Middle English-Early Modern English-Modern English – Present-day English), along with their corresponding political and socio-cultural events ( Roman Era, Anglo-Saxon Period- Norman Conquest- Renaissance, etc.). In addition, the influence of landmark events on the development of Modern English Language such as the invention of the Printing Press, Industrial Revolution, King James Bible, Dr. Jonson's Dictionary , Emergence of American English, etc., will be particularly highlighted throughout this module of the course.

A Variety of methods including lecturing, class seminars, response presentations/papers will be used.

## Module Aims

## أهداف المقرر:

1	This course: Introduces students to the pivotal ideas, theories, approaches, etc., of Historical Linguistics.		١
2	Studies the question of Language Change and its interface with the nature and structure of social change. A sketchy introduction to Language Attrition/Language Loss/Endangered languages, may be given.		٢
3	Acquaints students with the school of Historicism in general, and Language Families, in more specific terms.		٣
4	Introduces students to the key events/phases of the development of English Language from Pre-Roman times to the present day.		٤
5	Gets students to see the differences between the phonological, syntactical and morphological features of Old English, Middle English, Early Modern and Modern English.		٥
6	Gets students to recognize the fruitful interface/interrelationships between the present and the past in the light of language history and the history of English language.		٦

مخرجات التعليم: (الفهم والمعرفة والمهارات الذهنية والعملية)

### Learning Outcomes (Comprehension- Knowledge-intellectual and practical skills)

يفترض بالطالب بعد دراسته لهذه المقرر أن يكون قادرا على:

By the end of this course, students should be able to :

1	Grasp the key ideas, concepts, issues, theories and approaches of Historical Linguistics.		١
2	Know the classification of language families and their role in understanding language.		٢
3	Link language history with its present situation.		٣
4	Realise and interpret the phenomenon of language Change and see its link with socio-cultural change.  Be aware of the phenomenon of Language Attrition/Loss and the Endangered Languages .		٤

5	Understand the main stages/events of the development of English Language from Pre-Roman age to the present day.		هـ
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محتوى المقرر: (تتم التعبئة باللغة المعتمدة في التدريس)

**Module Contents:** (fill in using the language of instruction)

ساعات التدريس (Hours)	عدد الأسابيع (Weeks)	قائمة الموضوعات (Subjects)
3	1	<b>Course Orientation</b>
3	1	Introducing Historical Linguistics (key concepts/theories/terms/approaches, etc.)
6	2	Language Families
9	3	Language Change (different approaches, interpretations, levels of change : phonological ( Great Vowel Shift/Grimm's Law), lexical/morphological, syntactical, semantic, discursal, etc., changes). Historical vs. Comparative Linguistics.  Language Attrition/Loss and the Endangered Languages.
3	1	Language Contact/Endangered Language/Language Death
3	1	History of English Language : General Overview
6	2	Pre-Roman/Roman Periods- Anglo-Saxons- Scandinavians- Norman Conquest- Pre/Modern Era.
6	2	Features of Old English- Middle English- Early Modern English- Modern English- Contemporary and Present-Day English..
3	1	More on sound, vocabulary, meaning and grammatical change
3	1	Special topic in language change (e.g. Pidgins & Creoles)

الكتاب المقرر والمراجع المساندة: (تتم التعبئة بلغة الكتاب الذي يدرس)

**Textbooks and reference books:** (fill in using the language of the textbook)

Historical Linguistics	اسم الكتاب المقرر Textbook title
Lyle Campbell	اسم المؤلف (رئيسي) Author's Name
MIT Press	اسم الناشر Publisher
2004	سنة النشر Publishing Year
Historical Linguistics	اسم المرجع (١) Reference (1)
Winfred Lehmann	اسم المؤلف Author's Name
Routledge	اسم الناشر Publisher
1993	سنة النشر Publishing Year
Historical Linguistics	اسم المرجع (2) Reference (2)
Shendl Herbert	اسم المؤلف Author's Name
Oxford University Press	اسم الناشر Publisher
2003	سنة النشر Publishing Year
A Short History of Linguistics	اسم المرجع (3) Reference (3)
R. H. Robins	اسم المؤلف Author's Name
Longman	اسم الناشر

Publisher	
سنة النشر Publishing Year	1997

ملاحظة: يمكن إضافة مراجع أخرى بحيث لا تتجاوز ٣ مراجع على الأكثر.

NB: You can add a maximum of 3 reference books

	اسم المقرر:
	رقم المقرر:
	اسم ورقم المتطلب السابق:
	مستوى المقرر:
	الساعات المعتمدة:
<b>Module Title:</b>	Computer Assisted Language Learning-2 (CALL-2)
<b>Module ID:</b>	ENG 415
<b>Prerequisite:</b>	ENG 211
<b>Level:</b>	7
<b>Credit Hours:</b>	3

## Module Description

## وصف المقرر :

This course seeks to extend and build on the work done in the pre-requisite CALL-1. The course will be delivered in a practical modality together with adequate theoretical input.

The course is intended to give participants a broad general view of computer-enhanced language teaching and learning. It will involve participants in exploring a working knowledge of language learning environments, using and discussing existing and potential applications of computer technology in the language classroom for all the receptive and productive skills, and creating projects to use and test knowledge gained through reading, discussion, and hands-on experience.

In addition to the discussions that will take place in the classroom and via email, students will have to present the required assignments and practical projects in due time. Instruction includes as well hands-on experience in the computer lab so that students learn the required skills by seeing and then doing. Assignments, tests, quizzes, student's active participation in class activities and practical projects are the tools that may be used to assess student's achievement of the objectives of the course.

## Module Aims

## أهداف المقرر :

1	Demonstrate knowledge of the practical uses of CALL in second language learning and teaching.		١
2	Understand how to integrate technology into language learning environments.		٢
3	Develop expertise on using technology to teach and learn different language skills.		٣
4	Develop new computer-enhanced tasks and adapt existing computer-based tasks to suit the needs of their learners. (as part of their EFL teaching training)		٤
5	Understand the importance and use of on-going assessment in the computer-enhanced language classroom.		٥
6	Link between CALL and particular modern teaching methods.		٦

مخرجات التعليم: (الفهم والمعرفة والمهارات الذهنية والعملية)

## Learning Outcomes (Comprehension- Knowledge-intellectual and practical skills)

يفترض بالطالب بعد دراسته لهذه المقرر أن يكون قادرا على:

By the end of this course, students should be able to :

1	Demonstrate knowledge of the practical uses of CALL in learning and teaching different language skills.		١
2	Create advance level activities by using CALL software such as 'hot potatoes' for different language skills.		٢
3	Think independently, analytically and critically to evaluate their strengths and weaknesses as a team member.		٣
4	Develop new computer-enhanced tasks and adapt existing computer-based tasks to suit the needs of their learners. (as part of their EFL teaching training)		٤
5	Understand the importance and use of on-going assessment in the computer-enhanced language classroom.		٥

6	Link between CALL and particular modern teaching methods.	6
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محتوى المقرر: (تتم التعبئة باللغة المعتمدة في التدريس)

**Module Contents:** (fill in using the language of instruction)

ساعات التدريس (Hours)	عدد الأسابيع (Weeks)	قائمة الموضوعات (Subjects)
No Classes	1	Registration
6	2	Using Technology to Teach Listening Skills
6	2	Using Technology to Teach Speaking and Pronunciation Skills
6	2	Using Technology to Teach Reading Skills
6	2	Using Technology to Teach Writing Skills
6	2	Using Technology to Teach Thinking Skills
6	2	Designing CALL Programs and Activities
6	2	Using Multimedia for Web-Based CALL Programs

الكتاب المقرر والمراجع المساندة: (تتم التعبئة بلغة الكتاب الذي يدرس)

**Textbooks and reference books:** (fill in using the language of the textbook)

<p>✚ Materials (paper/electronic) collated and adapted from multiple sources.</p> <p>✚ There is not any prescribed text book for this course.</p>	<p>اسم الكتاب المقرر Textbook title</p>
	<p>اسم المؤلف (رئيسي) Author's Name</p>
	<p>اسم الناشر Publisher</p>
	<p>سنة النشر Publishing Year</p>
Computer Applications in Second Language Acquisition	اسم المرجع (١)

	Reference (1)
Chappelle, C. A.	اسم المؤلف Author's Name
New York: Cambridge	اسم الناشر Publisher
(2001)	سنة النشر Publishing Year

### Online References

- <http://www.ict4lt.org>
- <http://www.gse.uci.edu>

ملاحظة: يمكن إضافة مراجع أخرى بحيث لا تتجاوز ٣ مراجع على الأكثر.

NB: You can add a maximum of 3 reference books

Module Title:	English Language Teaching
Module ID:	: ENG 421
Prerequisite:	None
Level:	8
Credit Hours:	3

## Module Description

وصف المقرر :

This course aims at introducing students to theoretical principles of teaching English as a second or foreign language. It traces the development of the various English language teaching methodologies in the 20<sup>th</sup> and 21<sup>st</sup> centuries to evaluate, analyze and possibly apply them in teaching English appropriately to the various components of the primary, intermediate and secondary school English syllabuses. The first module includes an overview of ELT methodology that lists definitions of key concepts such as methodology, approach, method, curriculum/syllabus and techniques. Students will be acquainted with the following teaching methods developed over the past century:

## Module Aims

أهداف المقرر :

1	To introduce students to theoretical principles of teaching English as a second or foreign language.		١
2	To trace the development of the various English language teaching methodologies in the 20 <sup>th</sup> and 21 <sup>st</sup> centuries		٢
3	To evaluates, analyze and possibly apply methods of teaching teaching English to the various components of the primary, intermediate and secondary school English syllabuses.		٣

مخرجات التعليم: (الفهم والمعرفة والمهارات الذهنية والعملية)

**Learning Outcomes** (Comprehension- Knowledge-intellectual and practical skills)

يفترض بالطالب بعد دراسته لهذه المقرر أن يكون قادرا على:

By the end of this course, students should be able to :

1	Understand theoretical principles of teaching English as a second or foreign language
2	To apply these principles in teaching English language.
3	To be able to evaluate, analyze the pros and cons of each method..

محتوى المقرر: (تتم التعبئة باللغة المعتمدة في التدريس)

**Module Contents:** (fill in using the language of instruction)

ساعات التدريس (Hours)	عدد الأسابيع (Weeks)	قائمة الموضوعات (Subjects)
3	1	Definitions of key concepts such as methodology, approach, method, Curriculum/syllabus and techniques.
3	1	The grammar translation method
3	1	The direct method
3	1	The audio-lingual method
3	1	Communicative language teaching
3	1	Situational methods
3	1	Language immersion
3	1	Silent way and Desuggestopedia
3	1	Total Physical Response and the Direct Method

3	2	Methods of teaching listening and speaking
3	1	Methods of teaching reading and writing
3	1	Methods of teaching grammar and vocabulary
3	1	Methods of teaching Literature

الكتاب المقرر والمراجع المساندة: (تتم التعبئة بلغة الكتاب الذي يدرس)

**Textbooks and reference books:** (fill in using the language of the textbook)

Methodology In Language Teaching: An Anthology of Current Practice	اسم الكتاب المقرر Textbook title
Richards, J.C	اسم المؤلف (رئيسي) Author's Name
Cambridge University Press	اسم الناشر Publisher
2002	سنة النشر Publishing Year
Communicative Language Teaching	اسم المرجع (١) Reference (1)
.Littlewoods, W.	اسم المؤلف Author's Name
Cambridge University Press	اسم الناشر Publisher
1981	سنة النشر Publishing Year

ملاحظة: يمكن إضافة مراجع أخرى بحيث لا تتجاوز ٣ مراجع على الأكثر.

NB: You can add a maximum of 3 reference books

Module Title:	English Language Testing
Module ID:	ENG 422
Prerequisite:	None
Level:	8
Credit Hours:	3

## Module Description

## وصف المقرر :

This course is designed to introduce students to language testing theory and practice. The main objective is to introduce students to principles and procedures of language evaluation and testing to increase their awareness and skills in writing classroom tests, as prospective teachers, electing and using already developed instruments. Another aim is to improve the students' ability to appraise language research in which testing plays a major role.

## Module Aims

## أهداف المقرر :

1	To improve of the students' ability to appraise language research in which testing plays a major role		١
2	to acquaint them with the basic terminology and concepts of language testing.		٢
3	To enable students to critically evaluate various kinds of language tests		٣

مخرجات التعليم: (الفهم والمعرفة والمهارات الذهنية والعملية)

Learning Outcomes (Comprehension- Knowledge-intellectual and practical skills)

يفترض بالطالب بعد دراسته لهذه المقرر أن يكون قادرا على:

By the end of this course, students should be able to :

1	Students will be cognizant of the skills of writing classroom tests, as prospective teachers.
2	Students will know language testing in theory and practice.
3	Improvement of the students' skill in appraising and analyzing different kinds of language tests

محتوى المقرر: (تتم التعبئة باللغة المعتمدة في التدريس)

Module Contents: (fill in using the language of instruction)

ساعات التدريس (Hours)	عدد الأسابيع (Weeks)	قائمة الموضوعات (Subjects)
3	1	Formal/ informal testing
3	1	Peer assessment and self-assessment.
3	1	Types of test items
3	1	Testing writing skills
3	1	Testing listening and speaking skills
3	1	Testing reading skills
3	1	Testing grammar
3	1	Testing vocabulary

3	1	Testing validity and reliability
3	1	Testing for specific purposes
3	1	Feedback and wash back effect.
3	1	Testing terminology
6	2	Types of language tests

الكتاب المقرر والمراجع المساندة: (تتم التعبئة بلغة الكتاب الذي يدرس)

Textbooks and reference books: (fill in using the language of the textbook)

Assessment	اسم الكتاب المقرر Textbook title
Harris and McCann	اسم المؤلف (رئيسي) Author's Name
Heinemann	اسم الناشر Publisher
1994	سنة النشر Publishing Year
Classroom Testing	اسم المرجع (١) Reference (1)
Heaton, J.B.	اسم المؤلف Author's Name
Longman	اسم الناشر Publisher
1990	سنة النشر Publishing Year

ملاحظة: يمكن إضافة مراجع أخرى بحيث لا تتجاوز ٣ مراجع على الأكثر.

NB: You can add a maximum of 3 reference books

نموذج ( ٥ )

مختصر توصيف المقرر

Form (5)

Brief Module Description

Module Title:	Teaching Practice
Module ID:	EDU 421
Prerequisite:	ENG421 English Language Teaching.
Level:	7
Credit Hours:	6

### Module Description

وصف المقرر :

Teaching Practice is a culminating experience in teacher preparation. It provides an opportunity to beginning teachers to become socialized into the teaching profession. Engagement and challenge teaching practice provides, empowers prospective teachers' confidence and expertise. Students will be dispatched to schools to practice teaching within a fixed period of training under the joint supervision of the Department and schools administrations. Eventually they will be jointly assessed.

### Module Aims

أهداف المقرر :

1	To provide the prospective teachers with an opportunity of establishing an appropriate teacher pupil rapport.		١
2	To provide an opportunity for evaluating the students' potential as for the teaching profession.		٢
3	To develop personal relationship with others: administrators, teachers, parents and students.		٣
5	To provide the students with an opportunity to put theories teaching into practice and to develop a deeper understanding of educational principles		

### Learning Outcomes (Comprehension- Knowledge-intellectual and practical skills)

يفترض بالطالب بعد دراسته لهذه المقرر أن يكون قادراً على:

By the end of this course, students should be able to :

1.	Student teachers will be able to effectively prepare lesson plans.
2.	Students will be able to put into practice the fundamental methods of teaching and techniques they have studied theoretically.
3.	The student teachers will gain the practical experience in school to overcome the problems of discipline in the classroom.

محتوى المقرر: (تتم التعبئة باللغة المعتمدة في التدريس)

### Module Contents: (fill in using the language of instruction)

ساعات التدريس (Hours)	عدد الأسابيع (Weeks)	قائمة الموضوعات (Subjects)
6	1	Teaching practice
6	1	Teaching practice
6	1	Teaching practice
6	1	Teaching practice
6	1	Teaching practice
6	1	Teaching practice
6	1	Teaching practice
6	1	Teaching practice

6	1	Teaching practice
6	1	Teaching practice
6	1	Teaching practice
6	1	Teaching practice plagiarism
6	1	Teaching practice
6	1	Teaching practice

الكتاب المقرر والمراجع المساندة: (تتم التعبئة بلغة الكتاب الذي يدرس)

Textbooks and reference books: (fill in using the language of the textbook)

A Guide to teaching Practice	اسم الكتاب المقرر Textbook title
Cohen, L.& Manion, L.	اسم المؤلف (رئيسي) Author's Name
Nice Printing Press ,Delhi	اسم الناشر Publisher
1983	سنة النشر Publishing Year
How To Teach English	اسم المرجع (١) Reference (1)
Harmer, J.	اسم المؤلف Author's Name
Longman	اسم الناشر Publisher
1998	سنة النشر Publishing Year

ملاحظة: يمكن إضافة مراجع أخرى بحيث لا تتجاوز ٣ مراجع على الأكثر.

NB: You can add a maximum of 3 reference books

صفحة ١٤٦ من 3

