Study Plan Template for Academic Program-Najran University

College:	Languages and Translation
Department:	English
Program:	English Program Arts
Locations offering the Program:	Najran University Campus
Program Coordinator:	Prof. Alkayer Atamna
Head of the Department:	Dr. Abdulaziz Al-Shahrani
Dean of the College:	Dr. Sami AlGawzi
Academic year:	1444-1445

Program Title : English Language

Level of the Program :

Higher Education ☐   Bachelor √   Diploma ☐

Type of the Program: New ☐   Modified √

Introduction (About the program and the system of study)

The English language program provides the students with a BA degree in linguistics and arts. The students have to study different courses in English language skills (i.e., reading, writing, listening and speaking, and vocabulary). Besides, other courses in theoretical and applied linguistics are mandatory for students to gain awareness about the varieties of language components such as morphology, syntax, phonology and semantics. Moreover, students have to be involved in studying English literature such as poetry, drama and novels. The other university requirement courses need to be studied by students such as compulsory courses: Muslim culture, National Identity, Arabic Language Skills, and Digital Skills followed by elective courses like Cyber security, Environmental Culture, Volunteer Work, Principles of Administration, Professional Ethics, and Health Education.

Importance of the program *(Reasons for establishing the program, and Overview of the need of the job market and community for the program).*

English has become an international language and people over the globe adopt it as a medium of communication. It is the language of science, technology, industry, and almost in every sphere of life. Therefore, it is of paramount need for our students to master English not only in reading and listening but also the productive skills such as speaking and writing. Besides, our students will be exposed to the structure of the language and to be familiar with English language culture, There is also a need for our students to analyze English literary texts and compare them with Arabic literature ones to enable them to criticize and compare different styles of literature. There are many reason for launching the program:

First, Economic Reasons:
1. Meeting development requirements and labor market needs.
2. Increasing need to a sufficient number of well-qualified graduates.

Second, Social or Cultural Reasons:
Increasing need to labor market services has a great impact on social and cultural aspects. Therefore, preparing well-qualified trained graduates having a very good command of both written and spoken English is a social must.

Program Mission:

To provide excellent education and training in the English language and to develop students' linguistic, literary, research, and critical thinking skills to achieve success in their careers and to meet the labour market needs.

Program objectives:

(It is recommended to four to six objectives)

- To develop students' linguistic and literary skills.
- To manipulate students' acquired cognitive skills in interacting with the surrounding environment.
- To prepare well-qualified specialists in the English language for the different positions needed by the labor market.
- To develop students' critical thinking and analytical skills through the study of a wide range of literary genres, periods, and movements, and the analysis of diverse cultural perspectives.

Program Learning outcomes

(Put program learning outcome according to Saudi Qualifications Framework domains)

A- Knowledge and understanding

1. Define grammatical, phonetic, morphological, structural, semantic, syntactic, historical and cultural aspects of English language
2. Recognize linguistic and literary styles and vocabulary used in English texts.

B– Skills

1. Analyze styles of English language and literary texts and identify their aesthetic features .
2.Translate texts from English into Arabic and vice versa.
 3. Speak fluently and write different kinds of paragraphs and essays accurately.

C- Values, autonomy, and responsibility

1. Bear the responsibility for self-study and self-improvement.
2. Demonstrate an understanding of professional ethics and the importance of ethical behavior in the workplace, including the ability to identify ethical dilemmas and make ethical decisions.

3. Show self-confidence during the activities and tasks assigned to students.

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Program duration and the degree granted
1- Program duration: **4 years (8 levels)**
2- Name of granted degree: **Bachelor in English (Arts)**

Language of instruction (Teaching) in the Program: English

Program admission requirements:
1- Abilities Test
2- Certificate of General Secondary Education Completion

Program completion requirements and obtaining the degree :
(Include the duration of the program, and the number of required credit units, distributed as follows):
Total Credit Unit: 131

Total Learning Hours: 131

The level of field experience/Field Training (if any):
- Cooperative Training

The actual contact hours field experience (if any) :Number of weeks X no. of days per week X no of actual hours per day
- **6 credit hours**
- **15 weeks X 4 days= 60 days X 1.5 hours per day = 90**

Number of Credit units of field experience (if any)= 6 credit hours

Number of Credit units of the Research project = Graduation project (If any): 4 hours

Number of Credit units of the Thesis or Research project (In the case of Higher (Graduate) Studies):

Number and Percentage of university requirements: 14 hours (10.69%).

Number and Percentage of College Requirements: **0**
Number and percentage of specialization credits to the total Program units: 107 hours (81.68%)

Number of Units of Compulsory courses: 10
Number of Units of Elective courses: 4

(The compulsory and elective courses in the BA English program were selected based on the directions of the University's Deanship of Academic Affairs)

Number of Units of Free courses : NA

Does the program require preparatory year (Yes: No): No
Number of preparatory year credit units that calculated within the program: None

University requirements

Course number and code	Course Title	No. of Credit Units	Level
Compulsory courses			
111-TQF-2	Muslim Culture1	2	1
212-TQF-2	Muslim Culture2	2	2
102-NAT-2	National Identity	2	3
101-ARB-2	Arabic Language Skills	2	4
101-CIS-2	Digital Skills	2	5
Elective courses (2 out of 6)			
161-CIS-2	Cybersecurity	2	1 and 2
122-CUR-2	Programming For Non-specialits	2	
416-EDU-2	Volunteering and Social Responsibility	2	
110-BUS-	Management Principles	2	
101-BUS-2	Professional Ethics	2	
111-HLE-2	Innovation and Entrepreneurship	2	
Total Credit Units		14	

College requirements=0

Course number and code	Course Title	No. of Credit Units	Level
Total Credit Units		0	

Specialization requirements

Course number and code	Course Title	No. of Credit Units	Level
120 Eng-3	English Grammar1	3	1
110 Eng-3	Listening & Speaking1	3	1
111 Eng-3	Writing1	3	1
112 Eng-3	Reading1	3	1

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121 Eng-3	English Grammar2	3	2
122 Eng-3	Vocabulary Building	3	2
113 Eng-3	Listening & Speaking2	3	2
114Eng-3	Reading2	3	2
115 Eng-3	Writing2	3	2
210 Eng-3	Listening & Speaking3	3	3
211 Eng-3	Writing3	3	3
212 Eng-3	Reading3	3	3
220 Eng-3	English Grammar3	3	3
221 Eng-3	Introduction to Linguistics	3	3
222 Eng-2	Language & Culture	2	4
223 Eng-3	Phonetics & Phonology	3	4
224 Eng-3	Advanced Composition	3	4
240 Eng-3	Introduction to Literature	3	4
230 Eng-3	Translation1	3	4
320 Eng-2	History of the English Language	2	5
321 Eng-4	Semantics and Pragmatics	4	5
322 Eng-2	Morphology & Syntax	3	5
340 Eng-2	British Literature	2	5
341 Eng-3	American Literature	2	5
330 Eng-2	Stylistics	2	5
323Eng-3	Language Acquisition	3	6
324 Eng-3	Discourse Analysis	3	6
325 Eng-3	English for Specific Purposes	3	6
342 Eng-3	Poetry	3	6
331 Eng-3	Lexicology	3	6
332 Eng-3	Translation2	3	6
420 Eng-3	Research Methods	3	7
421 Eng-3	Sociolinguistics	3	7
422 Eng-3	Corpus Linguistics	3	7
423 Eng-3	Psycholinguistics	3	7
440Eng-3	Fiction	3	7
441 Eng-3	Drama	3	7
424 Eng-6	Cooperative Training	6	8
425 Eng-4	Research Project	4	8
Total Credit Units		117	

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Facilities / laboratories and equipment required

Type of the required item	Required No.	available	Not available
Language Lab		4	
College Library		2 (Najran University Library (for printed textbooks) and National Saudi Digital Library (for electronic textbooks))	
Classrooms		Approx. 25 (equipped by sophisticated overhead projectors (data shows)	
Auditorium		2	
English Language Club.		2	
First Aid Kits		2	

Human Resources Required

Cadres required	Required No.	available	Not available
Professor		3	
Associate Professor		6	
Assistant Professor		15	
Lecturer		7	
Teaching Assistant		14	
Language instructors		9	
Technicians and Laboratory Assistants		3	
Administrative and Supportive Staff		15	

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Method of numbering and coding the courses:
All courses related to language, linguistics, and literature have been coded as "Eng.).

The study plan distributed to the study levels as follows
(Repeat the table for other Levels)

<table>
<tr><td colspan="8" align="center">Level (1)</td></tr>
<tr>
<td rowspan="2">Course Title</td>
<td rowspan="2">Course number and code</td>
<td colspan="2">Actual weekly hours</td>
<td colspan="3">Credit units</td>
<td rowspan="2">Prerequisite</td>
</tr>
<tr>
<td>Theor.</td>
<td>Practic.</td>
<td>Theor.</td>
<td>Practic.</td>
<td>Total Credit Units</td>
</tr>
<tr><td colspan="8" align="center">Compulsory courses</td></tr>
<tr><td>Muslim Culture1</td><td>111TQF-2</td><td>2</td><td></td><td>2</td><td></td><td>2</td><td></td></tr>
<tr><td>English Grammar1</td><td>120 Eng-3</td><td>3</td><td></td><td>3</td><td></td><td>3</td><td></td></tr>
<tr><td>Listening & Speaking1</td><td>110 Eng-3</td><td>3</td><td></td><td>3</td><td></td><td>3</td><td></td></tr>
<tr><td>Writing1</td><td>111 Eng-3</td><td>3</td><td></td><td>3</td><td></td><td>3</td><td></td></tr>
<tr><td>Reading1</td><td>112 Eng-3</td><td>3</td><td></td><td>3</td><td></td><td>3</td><td></td></tr>
<tr><td>Elective Course</td><td></td><td>2</td><td></td><td>2</td><td></td><td>2</td><td></td></tr>
<tr><td colspan="8" align="center">Elective courses: 6
(The student selects …1. Courses, having …2… Credit hours)</td></tr>
<tr><td>Cybersecurity</td><td>161-BUS-2</td><td>2</td><td></td><td>2</td><td></td><td>2</td><td></td></tr>
<tr><td>For Programming Non-specialits</td><td>102-CSC-2</td><td>2</td><td></td><td>2</td><td></td><td>2</td><td></td></tr>
<tr><td>and Volunteering Social Responsibility</td><td>416-EDU-2</td><td>2</td><td></td><td>2</td><td></td><td>2</td><td></td></tr>
<tr><td>Management Principles</td><td>110 BUS-2</td><td>2</td><td></td><td>2</td><td></td><td>2</td><td></td></tr>
<tr><td>Professional Ethics</td><td>101-BUS-2</td><td>2</td><td></td><td>2</td><td></td><td>2</td><td></td></tr>
<tr><td>Innovation and Entrepreneurship</td><td>261 Bus-2</td><td>2</td><td></td><td>2</td><td></td><td>2</td><td></td></tr>
<tr><td>Cybersecurity</td><td>161-BUS-2</td><td>2</td><td></td><td>2</td><td></td><td>2</td><td></td></tr>
<tr><td colspan="6" align="center">Total No. of Credit Units</td><td>16</td><td></td></tr>
</table>

Quality –N-Teaching & Learning – 1.

Level (2)

Course Title	Course number and code	Actual weekly hours		Credit units			Prerequisite
		Theor.	Practic.	Theor.	Practic.	Total Credit Units	
Compulsory courses							
Muslim Culture2	TQF-2212	2		2		2	2-ثقف-111
English Grammar2	121 Eng-3	3		3		3	3-انج120
Vocabulary Building	122 Eng-3	3		3		3	
Listening & Speaking2	113 Eng-3	3		3		3	3-انج110
Reading2	114Eng-3	3		3		3	3-انج111
Writing2	115 Eng-3	3		3		3	3-انج112
Elective courses: None							
(The student selects …. Courses, having …… Credit hours)							
Total No. of Credit Units						17	

Level (3)

Course Title	Course number and code	Actual weekly hours		Credit units			Prerequisite
		Theor.	Practic.	Theor.	Practic.	Total Credit Units	
Compulsory courses							
National Identity	102NAT-2	2		2		2	
Listening & Speaking3	210 Eng-3	3		3		3	3-انج113
Writing3	211 Eng-3	3		3		3	3-انج115
Reading3	212 Eng-3	3		3		3	3-انج114
English	220 Eng-3	3		3		3	3-انج121

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Grammar3						
Introduction to Linguistics	221 Eng-3	3		3	3	
Elective courses: None						
(The student selects …. Courses, having …… Credit hours)						
Total No. of Credit Units					17	

Level (4)

Course Title	Course number and code	Actual weekly hours		Credit units			Prerequisite
		Theor.	Practic.	Theor.	Practic.	**Total Credit Units**	
Compulsory courses							
Language Arabic Skills	**101 ARB-2**	2		2		2	
Language & Culture	**222 Eng-2**	2		2		2	
& Phonetics Phonology	**223 Eng-3**	3		3		3	**221 انج-3**
Advanced Composition	**224 Eng-3**	3		3		3	**211انج-3**
Introduction to Literature	**240 Eng-3**	3		3		3	
Translation1	**230 Eng-3**	3		3		3	
Elective Course		**2**		**2**		**2**	
Elective courses: 6							
(The student selects …1. Courses, having …2… Credit hours)							
Cybersecurity	**161-BUS-2**	**2**		**2**		**2**	
For Programming Non-specialits	**102-CSC-2**	**2**		**2**		**2**	
and Volunteering Social Responsibility	**416-EDU-2**	**2**		**2**		**2**	
Management Principles	**110 BUS-2**	**2**		**2**		**2**	
Professional	**101-BUS-2**	**2**		**2**		**2**	

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Ethics						
Innovation and Entrepreneurship	**261 Bus-2**	2		2	2	
Cybersecurity	**161-BUS-2**	2		2	2	
Total No. of Credit Units					18	

Level (5)

Course Title	Course number and code	Actual weekly hours		Credit units			Prerequisite
		Theor.	Practic.	Theor.	Practic.	**Total Credit Units**	
Compulsory courses							
Digital Skills	**101 CIS-2**	2		2		2	
History of the English Language	320 Eng-2	2		2		2	
Semantics and Pragmatics	321 Eng-4	4		4		4	**221 انج-3**
Morphology & Syntax	322 Eng-2	3		3		3	**221 انج-3**
British Literature	340 Eng-2	2		2		2	**240 انج-3**
American Literature	341 Eng-3	2		2		2	**240 انج-3**
Stylistics	330 Eng-2	2		2		2	
Elective courses: None							
(The student selects …. Courses, having …… Credit hours)							
Total No. of Credit Units					17		

Level (6)

Course Title	Course number and code	Actual weekly hours		Credit units			Prerequisite
		Theor.	Practic.	Theor.	Practic.	**Total Credit Units**	

Quality –N-Teaching & Learning – 1.

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Compulsory courses						
Language Acquisition	323Eng-3	3		3		3	221 انج-3
Discourse Analysis	324 Eng-3	3		3		3	221 انج-3
English for Specific Purposes	325 Eng-3	3		3		3	221 انج-3
Poetry	342 Eng-3	3		3		3	240انج-3
Lexicology	331 Eng-3	3		3		3	
Translation2	332 Eng-3	3		3		3	330 انج-3

Elective courses:						
(The student selects …. Course, having …… Credit hours)						
Cyber Security	161-CIS-2	2		2		2	
Total No. of Credit Units					18	

Level (7)

Course Title	Course number and code	Actual weekly hours		Credit units			Prerequisite
		Theor.	Practic.	Theor.	Practic.	Total Credit Units	
Compulsory courses							
Research Methods	420 Eng-3	3		3		3	221 انج-3
Sociolinguistics	421 Eng-3	3		3		3	221 انج-3
Corpus Linguistics	422 Eng-3	3		3		3	221 انج-3
Psycholinguistics	423 Eng-3	3		3		3	221 انج-3
Fiction	440Eng-3	3		3		3	240انج-3
Drama	441 Eng-3	3		3		3	240انج-3
Elective courses: None							
(The student selects …. Courses, having …… Credit hours)							

Quality –N-Teaching & Learning – 1.

Total No. of Credit Units	18	

Level (8)

Course Title	Course number and code	Actual weekly hours		Credit units			Prerequisite
		Theor.	Practic.	Theor.	Practic.	**Total Credit Units**	
Compulsory courses							
Cooperative Training	424 Eng-6		6		6	6	
Research Project	425 Eng-4	4		4		4	**420 انج-3**
Elective courses: **(The student selects …. Course, having …… Credit hours)**							
Total No. of Credit Units						10	

Concise courses description

(Brief summary of each course includes objectives, contents and the most important references)

Courses of level 1
Course Name: English Grammar 1 **Course Code: 120 Eng-3** **Credit Hours: 3** **Level: 1** **Pre-requisites: None** **Course Description:** The aim of this course is to develop students' abilities in using grammar and its usage, and help them in using language. It also presents students with a foundation of English grammar and proper usage by providing extensive and varied practice that encourages growth in all areas of language use. The major topics of study include verb tenses, asking questions, nouns/pronouns,

modal auxiliaries, comparisons, count and non-count nouns/articles, clauses, phrasal verbs, and preposition combinations.

Textbooks:

Kirn, E. and P. Hartmann (2009). *Interactions 1 Grammar*. UK: McGraw-Hill Education.

Reference book: Thurman, Susan & Larry Shea (2003).*The Only Grammar Book You'll Ever Need: A One-Stop Source for Every Writing Assignment*. UK: Adams Corporation.

Course Title: Listening & Speaking 1
Course Code: 110 Eng-3
Contact Hours: 3
Level: 1
Pre-requisites: None

Course Description:
The course aims at enabling students to master specific situational vocabulary items and notice and apply them. It also aims to activate prior knowledge (background schemata) in order to locate and be familiar with the tasks and activities attempted through pre-listening activities. The contents help cultivate critical thinking by having to infer on the basis of furnished information.

Textbook: Judith Tanka and Paul Most (2009). *Interactions 1 Listening and Speaking*. McGraw-Hill.
References:

1. Megan Webster and Judy Defilippo (1998). *So to Speak 1: Integrating Speaking, Listening, and Pronunciation.*

2. Miles Craven (2008). *Cambridge English Skills Real Listening and Speaking I* with answers and Audio CD.

Course Title: Reading 1
Course Code: 112 Eng-3
Contact Hours: 3
Level: 1
Pre-requisites: None

Course Description:
The course is developed to enable students to recognize the reading structure in a textbook, main ideas, supporting details, and topics, and get meaning from context. They will be able to identify cause and effect, recognize titles and paragraph topics, and supporting details. They will use skimming for topics and main ideas, and to make inferences. They will be able to

understand anecdotes and recognize supporting details. They will also be able to recognize reading structure: similarities and differences, and to read for literal meaning and inferences.

Textbook(s): P. Hartmann, M. & E. Kirn, (2013). *Interactions 1. Reading*. United Kingdom: McGraw-Hill Education

References: (Journals, Reports, etc.).

Course title: Writing 1
Course code: 111 Eng-3
Credit hours: 3
Level: 1
Pre-requisites: None

 Course description:

The aim of this course is to adapt the students to the basics of English language writing course is designed to introduce components through a gradual, step-by-step approach. The learners to basic writing skills which will prepare them for academic writing in English language. The course focuses on the practice of sentence structure and it will help the students to develop their writing skills to write -written paragraphs well.

Textbook(s): Blanchard, Karen (2012). *Writing Power 1*. USA: Pearson Education
References:
Kelly, Curtis and Arlen Gargagliano (2011). *Writing from Within 1*. Cambridge: Cambridge University Press.

Courses of level 2:
Course Title: Listening & Speaking 2
Course Code: Eng 113 Eng-3
Contact Hours: 3
Level: 2
Pre-requisites: Listening & Speaking 1 (110 Eng-3)

Course Description:
 The course will enable students to use context clues to guess locations, identify a speaker, guess a person's job, attempt to understand people's lifestyles, guess about customs and body language, identify people's tastes and preferences and identify ceremonies. Giving an impromptu speech, using expressions to offer, accept or decline help, comparing American and English, talking about a vacation, and generalizing are also covered in order to hone their listening skills for information.
Textbook: Tanka, Judith and Lida Baker (2010) *Interactions 2: Listening and Speaking, 5th*

Revised edition. London: McGraw-Hill.

References:

1. Sherman, Kristin D. (2006). *Quest Listening and Speaking Level 2.* United Kingdom: McGraw-Hill Education.
2. Schmidt, Jennifer P.L. & Helen Solorzano (2003). *Northstar Focus on Listening and Speaking, Intermediate*. UK: Longman.

Course Title: English Grammar 2
Course Code: 121 Eng-3
Contact Hours: 3
Level: 2
Pre-requisites: English Grammar 1 (120 Eng-3)
Course Description:

The course aims at helping students comprehend the basic knowledge of grammatical structure, use of fundamental grammatical elements and knowledge of grammar structures through both direct instruction and through exposure to the variety of authentic materials used in the course. The major topics of study include subject-verb agreement, modals, kinds of verbs, pronouns, phrases, the past, infinitives, modal verbs, and pronouns.

Textbooks: Werner, Patricia K. & Nelson, John P (2009). *Interactions 2. Grammar.* United Kingdom: McGraw-Hill Education.

References:

1. Azar, B.S. (2013). *Basic English Grammar*, 4th ed. NY: Pearson Education.
2. Eastwood, J. (2002). *Oxford Guide to English Grammar*. Oxford: University Press.

Course Title: Writing 2
Course Code: 115 Eng-3
Contact Hours: 3
Level: 2
Pre-requisites: Writing 1 (112 Eng-3)
Course description:
The general objective of this course is to enable intermediate students to progress from the pre-intermediate level. The course is designed to introduce/review and consolidate the following features of style and cohesion which will enable the students to develop their writing skills from those taught at the previous level.
The course focus will be on organizing ideas in order of importance, supporting opinions with reasons, writing topic sentences, writing concluding sentences, free writing to generate ideas and using graphic organizers to connect arguments and reasons

	Vice Presidency of Development & Quality Deanship of Development & Quality	Faculty:...................	

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Textbook: Zemach, Dorothy E. & Carlos Islam (2005). *From Sentence To Paragraph*. UK: Macmillan Publishers Limited.

References:
1. Hogue, Ann (2013). *Longman Academic Writing Series 2: Paragraphs (3rd Edition). UK:*
2. *Pearson Education ESL.*
3. LaRocque, Paula (2010*). The Book on Writing: The Ultimate Guide to Writing*

Well, US: Grey & Guvnor press.
4. Kelly, C. and Gargagliano, A. (2000). *Writing from Within.* Cambridge: Cambridge University Press.

Course Title: Reading 2
Course Code: 114 Eng-3
Contact Hours: 3
Level: 2
Pre-requisites: Reading 1 (111 Eng-3)

Course Description:
The course is developed to enable students to understand the meanings of the new words, the main idea of paragraphs, and different emotions. They will also be able to distinguish the main idea from details, analyze and paraphrase the passage, and scan for specifications. Moreover, they will be able to find the plot, forecast, comprehend the reading, and identify the supporting details about the main idea. They will be able to tell details in reading with extraction and analysis of main points.

Text Book: P. Hartmann, M. & E. Kirn, (2013). *Interactions 2*. *Reading*. United Kingdom: McGraw-Hill Education Pamela
References: (Journals, Reports, etc.)

Course Title: Vocabulary Building
Course Code: 122 Eng-3
Contact Hours: 3
Level: 2
Pre-requisites: None

Course description:
Success in academic life requires a wide range of vocabulary. This course is designed to teach students different effective strategies for vocabulary development as well as using them in an academic context through a wide variety of reading, writing and other relevant activities. The course explores dictionary uses, pronunciation symbols, spelling rules, word formation – roots, prefixes, and suffixes, idioms and phrasal expressions. Again, the course emphasizes to instill of keeping a vocabulary notebook and acquiring new vocabulary as a continuing lifelong habit.

Students will be able to utilize learned vocabulary in a variety of academic skills such as reading, writing,
listening and speaking, pronouncing and spelling words correctly, demonstrating improved vocabulary recognition skills in reading as well as in listening, and instilling vocabulary development habits within themselves.

Textbook:
Redman, Stuart. (2010). *English Vocabulary in Use*, Pre-intermediate and intermediate, Cambridge: CUP.

References:
Thomas, B.J. (1996) *Intermediate Vocabulary*. England: Longman Group Limited

==Courses of level 3==:

Course Title: Writing 3
Course Code: 211 Eng-3
Credit Hours: 3
Level: 3
Pre-requisites: Writing 2 (115 Eng-3)

Course description:
 This course is to develop the students' abilities to write and to refine their writing techniques in terms of more sophisticated lexis and construction. The focus will be on paragraph and essay writing. This course will act as a revision course of the previous writing courses in terms of paragraph writing. By the end of this course the students will be able to write different kinds of paragraphs and a short essay.

Textbook: Zemach, D., & Rumisek, L. (2006). *Academic Writing from paragraph to essay*. London: Macmillan.

References:

-Singleton, S. (2005). *Writers at Work. The Paragraph.* Cambridge: University Press.
-Hogue, Ann (2013). *Longman Academic Writing Series 3: Paragraphs to Essays (4th Edition).* UK: Pearson Education ESL.
-Wingersky, J., Boerner, J., & Balogh, D. (2008). *Writing Paragraphs and Essays: Integrating Reading, Writing, and Grammar Skills.* UK: Wadsworth Cengage Learning.
-Connelly, M. (2013). *Get Writing: Sentences & Paragraphs*. UK: Cengage Learning.

Course Title: Listening & Speaking 3
Course Code: 210 Eng-3
Contact Hours: 3
Level: 3

Pre-requisites: Listening & Speaking 2 (113 Eng-3)

Course Description:
 The course features tasks and activities like sharing personal observations of cooperation and competition, collaborating to brainstorm plans for a scientific expedition, making challenging excuses in everyday situations, listening for expressions that offer clarification, listening for information to label and explain diagrams, listening for expressions of likes and dislikes, pleasure and displeasure and listening for the main points in a lecture.

Textbook:

Hanreddy, Jami and Elizabeth Whalley (2012). *Mosaic 1. Listening and Speaking.* United Kingdom: McGraw-Hill Education.

References:
Preiss, Sherry (2003). *NorthStar Listening and Speaking Advanced*, 2nd Edition. US: Longman.

Course Name: English Grammar 3
Course Code: 220 Eng-3
 Contact Hours: 3
 Level: 3
 Pre-requisites: English Grammar 2 (121 Eng-3)

 Course Description:
 The general objective of this course is to enable students to improve their grammatical structures and to develop the students' ability in following grammatical rules and proper usage by providing all-embracing and varied practice that persuade growth in all areas of language use. The major topics of study include perfect and progressive tenses, the passive, present perfect tense, adverbs of degree, and the different uses of connectives and conditionals.

Textbook: Werner, Patricia K and Nelson, John P & Jack, D. (2009). *Interactions 3 Grammar*. United Kingdom: McGraw-Hill Education.

References:

1. Azar, B.S. (2013). Basic English Grammar, 4th ed. NY: Pearson Education
2. Eastwood, J. (2002). Oxford Guide to English Grammar. Oxford: University Press
3. Hewings, M. (2005). Advanced Grammar in Use. Cambridge: University Press
4. Maurer, J. (2006). Focus on Grammar 5. An Integrated Skills Approach. 3rd ed. NY: Pearson Education.

5. Murphy, R. (2004) English Grammar in Use. Cambridge: University Press

Course Title: Reading 3
Course Code: 212 Eng-3
Contact Hours: 3
Level: 3
Pre-requisites: Reading 2 (114 Eng-3)

Course Description:
   The course is developed with the objective of enabling students to understand meanings of the new words, the main idea of paragraphs, and different emotions. They will also be able to distinguish main idea from details, analyze and paraphrase the passage, and to scan for specifications. Moreover, they will be able to find plot, forecast, comprehend the reading, and to identify the supporting details about the main idea. They will be able to tell details in reading with extraction and analysis of main points.
Text Book: B. Knezevic, M. & B. Wegmann (2012). *Mosaic 1. Reading*. United Kingdom: McGraw-Hill Education.

Essential References:
-Jeffries, Linda & Beatrice S. Mikulecky (2011). *Reading Power 3* (3rd Edition). UK: Pearson Education.

- Judy Miller & Robert Cohen (2013). *Longman Academic Reading Series 3: Reading Skills for College*, 1st Edition. UK: Pearson Education ESL.

Course title: Introduction to Linguistics
Course Code: 221 Eng-3
Credit Hours: 3
Level: 3
Pre-requisites: None

Course Description:
The course seeks to introduce students to the basic tenets of linguistics and language analysis with special reference to the core areas in phonetics, phonology, morphology, syntax and semantics. The course will help students understand all theoretical and applied areas in linguistics throughout their B.A study program.
The course introduces the basic linguistic concepts and provides a short overview of modern linguistics and language analysis. It introduces students to the main tenets of linguistics as the scientific study of language over the twentieth and twenty first centuries. Besides, it discusses briefly the core areas in linguistic science, namely, phonetics, phonology, morphology, syntax

and semantics. It also reviews briefly general topics in theoretical and applied linguistics.

Textbooks
1. Yule, G. (2014). *The Study of Language,* 3rd Ed. Cambridge: Cambridge University Press.

References
1. McCabe, Anne (2011). *An Introduction to Linguistics and Language Studies*. UK: Equinox Publishing.
2. Winkler, E. G. (2007). *Understanding language.* London: Continuum.
3. Fromkin, V, R. Rodman & N. Hyams. (2007). *An Introduction to Language*, 8th Ed. Boston: Thompson Wordsworth.
4. McGregor, W. (2009). *Linguistics: An Introduction*. UK: Continuum International Publishing Group.
5. Crystal, D. (2003). *The Cambridge Encyclopedia of the English Language*, 2nd Ed. Cambridge: University Press

Courses of level 4:

Course Title: Advanced Composition
Course Code: 224 Eng-3
Credit Hours: 3
Level: 4
Pre-requisites: Writing 3 (211 Eng-3)

Course description:
This course will help the students to further the students' abilities to write full-length academic essays such as cause-and-effect essay and argumentative essay, and to refine their writing techniques and use of vocabulary and complex syntactic patterns. The course will also refine and develop the skills learnt in Writing 3.

Textbook: Davis, Jason & Liss, Rhonda (2012). *Effective Academic Writing-3*: *The Essay*, Oxford University Press.

References:
-Tribble, Chris. (2006). *Textual Patterns: Key Words and Corpus Analysis in Language Education.* London: Longman.
-Hornby, A.S. (2010). *Oxford Advanced Learner's Dictionary.* Oxford: Oxford University Press.
-Boardman, C.A. (2008).*Writing to Communicate: Paragraphs and Essays 2*., 3rd ed. US: Pearson Education.

Course Title: Introduction to Literature
Course Code: 240 Eng-3
Credit Hours: 3
Level: 4
Pre-requisites: None

Course Description:

This course introduces students to a selection of literary readings that may provide them with pleasure and thought. As is the case with any fresh literary reading, this course takes into account the student's level of literary appreciation as well as their linguistic limitations, and is thus carefully designed with a primary focus on basic elements of literature and a progressive expansion of its genres. So, while teaching this course in the classroom, the teacher is supposed to discuss the elements first and then switch on to the selections. The course will include poetry, short story and drama

Textbooks:

Abrams, M. H. (2013). *A Glossary of Literary Terms.* US: Cengage Learning.
2. Benet, Andrew (2008). *An Introduction to Literature, Criticism & Theory.*US: Pearson Education.

References:

1. Abrams, M H. *(*2012). *The Norton Anthology of English Literature.* (Vol. 1 & 2). US: Stephen Greenblatt.

2. Bush, Douglas(1965). *English Poetry: the Main Currents from Chaucer to Present.*UK: Methuen.

3. David, Ayers (2004). *Modernism: A Short Introduction.* Malden, MA: Blackwell.

4. Preminger, Alex, and T. V. F. Brogan, eds. (1993). *The New Princeton Encyclopedia of Poetry and Poetics*. Princeton: Princeton University Press.
   5. Sacks, Sheldon, ed. (1979). *On Metaphor*. Chicago: University of Chicago Press.

6. Nicoll, Allardyce (1973). *The British Drama: A Historical Survey from the Beginning to the Present Time.*US: Appleton Century Grofits Inc.
7. Methuen Ayers, David (2004). *Modernism: A Short Introduction. Malden, MA: Blackwell.*

Course title: Phonetics and Phonology

Course code: 223 Eng-3

Contact hours: 3

Level: 4

Pre-requisites: Introduction to Linguistics (221 Eng-3)
Course Description:

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This course is mainly concerned with English phonetics. It introduces briefly the English sound system; this includes the production of speech sounds, human speech organs, place and manner of articulation, description and distribution of English vowels and consonants. Phonetic description of English words has to be taught and students have to receive more training on how to transcribe and pronounce sounds and words phonetically.

Textbooks
1. Roach, Peter (2007) *English Phonetics and Phonology*. Cambridge: Cambridge University Press.
2. Hassan, Zeki (2000). *English Phonetics and Phonology for Arab Students.* Amman: Al-Hamed Publishing House.

References
1. Roach, Peter (2007) *English Phonetics and Phonology*. Cambridge: Cambridge University Press.
2. Hassan, Zeki (2000). *English Phonetics and Phonology for Arab Students.* Amman: Al-Hamed Publishing House.
Grenville, K. (2001). *Writing from Start to Finish: A Six-Step Guide*. US: Allen &Unwind.

Course title: Language & Culture
Course Code: 222 Eng-2
Contact hours: 2
Level: 5
Pre-requisites: None
Course Description:
This course provides an introduction to the study of language in relation to culture and society. It focuses on the roles of language and language use in constructing worldviews, cultural values, social relationships, institutional orders, places, and identities. The course will explore the diverse ways in which people employ language in different cultures and social settings.

Textbooks:
1. Larry A. Samovar, Richard E. Porter, Edwin, R. McDaniel & Carolyn S. Roy. (2013).Communication between Cultures (8th Ed.). Boston: Wadsworth.
2. Gert Jan Hofstede, Paul B. Pedersen, Geert Hofstede (2002). Exploring Culture. Intercultural Press

References:
1. Bauer, Laurie and Peter Trudgill, (1998) Language Myths. London: Penguin

Daniel L. Everett. (2011) Language: The Cultural Tool. Pantheon: Knopf Doubleday Publishing Group.

Course Title: Translation 1
Course Code: 250 Eng-3
Credit Hours: 3
Level: 4
Pre-requisites: None

translation, grammatical and syntactic differences between English and Arabic, translating noun phrases, verbs and tenses, translating the different types of sentences.

Textbooks :

Ghazalah, H. (2004). *Translation as Problems and Solutions.*

References:

1. Baker, M. (1992*). In Other Words: A Coursebook on Translation*. London:

Routledge

2. Catford, J.C.(1996). *A Linguistic Theory of Translation.* London: Oxford University press.

3. House, J.(1977). *A Model for Translation Quality Assessment.* Tubingen: Gunter Narr.
4. Nida, E.A.(1964). *Toward a Science of Translating.* Leiden: E.J.Brill.
5. Vinay, J.P. and Darbelent, J.(1995). *A Methodology for Translation*. Amterdam/ Philadelphia: John Benjamins

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Courses of level 5:

Course title: Morphology & Syntax
Course Code: 322 Eng-3
Contact Hours: 3
Level: 5
Pre-requisites: Introduction to Linguistics (221 Eng-3)

Course Description:

The aim of this course is to provide the students with a general introduction to English morphology and syntax. It introduces students to the basic morphological and syntactic concepts and notions. It is designed to give the students a brief glimpse of the theory and practice of the structural grammar of the English language. A detailed analysis of English morphemes and word formation processes as well as the structure of English sentences and phrases will be treated. Besides, it provides a brief idea about structural syntax. It also introduces students to the syntactic analysis developed by Noam Chomsky and his followers within the TGG framework.

Textbooks:
1. Thakur, D. (2002). Linguistics Simplified: Morphology. New Delhi: Bharati Bhawan
   2. Stageberg, N. (1993).An Introductory English Grammar. USA:HBJ
   3. Kim, J.B. & Sells. P.(2007). English Syntax: An Introduction. Center for the study of language and information

References
   1. Carnie, Andrew (2002). Syntax: A Generative Introduction.. Oxford: Blackwell Publishing.
 2. Carstairs, A. McCarthy (2002). *An Introduction to English Morphology: Words and Their Structure*. Edinburgh: Edinburgh University Press.

 Course title: History of English language
Course Code: 320 Eng-2
Contact hours: 2
Level: 5
Pre-requisites: None

Course Description

This course examines the history of English from its origins to its present status. Focus is drawn on both "internal" developments, such as changes in the sounds of the language and the ways sentences are structured and "external" factors, such as the social and political forces that carried English around the world. The course will look at some features of English spoken outside Europe and North America. It will also include considerations of how and why languages change.

Textbooks:
1. Millward, Celia M. (1996). *A Biography of the English Language.* Harcourt College Publishers.
2.Crystal, David. (1995). *The Cambridge Encyclopedia of English Language.* Cambridge University Press.

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Course title: Semantics and Pragmatics
Course Code: 321 Eng-4
Contact hours: 4
Level: 5
Pre-requisites: Introduction to Linguistics (221 Eng-3)

Course Description:
In this course, the students explore the nature and scope of semantics and pragmatics and their place within Linguistics. The course aims to develop in the students an understanding of the relationship between language and meaning on word, sentence, and utterance level, how grammar and syntax contribute to meaning, how words and utterances encode a variety of meanings, and how language users achieve their goals in their interaction with others.

Textbooks:
1. Patrick Griffith (2006) Introduction to Semantics and Pragmatics. Edinburgh: Edinburgh University Press (available online – Pdf).

2. Bowe, H., K. Martin & H. Manns. 2014. Communication across Cultures. Melbourne: Cambridge University Press. (2nd edition)

3. Holliday, A., M. Hyde, & J. Kullman. *Intercultural Communication, An advanced resource book for students.* (Second edition*).* London and New York: Routledge.

References
1. Leech, G. (1981). *Semantics:* (2nd Edn.) Harmondsworth: Penguin Books.
2. Kreidler, C. (1998). *Introducing English Semantics.* London: Routledge
3. Palmer, F. (1982). *Semantics*. (2nd Edn.). Cambridge: Cambridge University Press.

Course title: Stylistics
Course Code: 330 Eng-2
Contact Hours: 2
Level: 5
Pre-requisites: None

Course Description:
This course is designed to help students get equipped with key terms, principles and tools in stylistic analysis, to train them to analyze texts beyond its formal features, and to create various texts practically using these principles. This course enables students to apply skills of close linguistic analysis to a range of literary texts and genres. Students will explore the ways in which different aspects of linguistic structure shape and contribute to readers' interpretations of texts. The core structural elements of texts will be covered, students will discuss a particular literary text, putting into practice the skills of stylistic analysis gained on the theoretical part of the course.
    Textbooks:

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1   Bradford, R. (1998). *Stylistics.* London: Routledge.
1.   Stobaugh, James P. (2013). *Handbook for Literary Analysis Book I: How to Evaluate Prose Fiction, Drama, and Poetry.* Harvard Square Editions.

Abrams, M. H. (2015). *A Glossary of Literary Terms*
References:
1.   McRae, J.(1998). *The Language of Poetry.* London: Routledge.
2.   Sanger, K. (1998). *The Language of Fiction,* London: Routledge.

Attridge, D. (1995). *Poetry Rhythm: An Introduction.* London: Routledge

Course title: British Literature
Course Code: 340 Eng-2
Contact Hours: 2
Level: 5
Pre-requisites: Introduction to Literature (240 Eng-3)

Course Description
The course includes an overview of English literary history from Old English to Post Modernism (Present); a study of the elements of literature and practice in close textual analysis. The course aims at improving the students' knowledge, perception and intelligence. They learn about the forces, individuals, trends and events that shaped the present. History and literature interpret the human experience.

Textbooks:
Hudson, W.H. (2018). ***An Introduction to the Study of English Literature*** **References:**
**History of English Literature* by Legouis and Cazamian
* *A Critical History of English Literature (*Vol . 1 & 2 *)* by David Daiches
* *The Palgrave Guide to English Literature and Its Contexts* by Peter Widowson
**The Short Oxford History of English Literature* by Andrew Sanders
* *A Brief History of English Literature* by John Peck and Martin Coyle
* *Studying English Literature (A Practical Guide)* by Tory Young

Course Title: American Literature
Course Code: 342 Eng-2
Contact Hours: 2
Level: 5
Pre-requisites: Introduction to Literature (240 Eng-3)

Course Description:
This course has been designed to develop the understanding of American Literature among the students. The course mainly aims at developing critical thinking about various genres of

American literature and providing a glimpse into various facets of American cultural and social life.

Textbooks

   Pancoast, H.S. (2011). *An Introduction to American Literature*.

 References:

* The Oxford Encyclopedia of American Literature by Jay Parini

* The Greenwood Encyclopedia of Multiethnic American Literature (2014

Courses of level 6:

Course Title: Lexicology
Course Code: 331 Eng-3
Contact Hours: 3
Level: 6
Pre-requisites: None

Course Description:

   This introductory course provides insights into systemic organization of the lexicon, its structure and relations. It also gives an understanding of non-isomorphic relations between languages at the level of lexicon & improves skills of work with a dictionary, skills of applying theoretical principles in practice (translation). Finally, it provides basic skills of practical work in further individual careers in language-related areas.

Textbooks

1. Edward Arnold & Andrea D. Sims. (2010). *Understanding Morphology*. London: Hodder Education, an Hachette UK Company.

Reference1. Evelina, Graur.(2006). *An Outline of English Lexicology.* Mediamera.

   2. Aronoff, M. & Fudeman, K. (2011). What is Morphology? 2nd Edition. Oxford: Wiley-Blackwell.

Course Title: Translation 2
Course Code: 332 Eng-3
Credit Hours: 3
Level: 6
Pre-requisites: Introduction to Translation (230 Eng-3)

Course Description:

The course provides more information about the most important theoretical issues in translation. It also works on furthering and developing the concepts, skills and techniques of translation studied and practiced before. The course exposes students to a good variety of texts from different registers. It also introduces students to the different types of text genres: religious,

scientific, political, legal and commercial. The course will also focus on translation as Process and Product, translation and culture, translation and equivalence.

Textbook(s): Baker, M. (1992). *In Other Words: A Coursebook on Translation*. London: Routledge

References:
   Catford, J.C. (1996). *A Linguistic Theory of Translation.* London: Oxford
      University press.
   House, J. (1977). *A Model for Translation Quality Assessment.* Tubingen: Gunter Narr.
   Nida, E.A. (1964). *Toward a Science of Translating.* Leiden: E.J. Brill.

   Vinay, J.P. and Darbelent, J. (1995). *A Methodology for Translation*. Amsterdam/
      Philadelphia: John Benjamins.

Course Title: Language Acquisition
Course Code: 323 Eng-3
Credit Hours: 3
Level: 6
Pre-requisites: Introduction to Linguistics (221 Eng-3)

Course Description:
This course aims to explore the processes of language development in young children learning their first languages as well as older children or adults learning a second or additional language. It covers theoretical approaches to language acquisition, including cognitive, psycholinguistic, socio-cultural and language socialization theories. Special attention will be paid to similarities and differences between first and second language acquisition, as well as implications of research for foreign language teaching.

The course discusses the process of second language acquisition such as the effects of the first language, the age of acquisition, motivation, aptitude, input factors and individual learner strategies.

Textbook(s):

Trawiński, M. (2005). *An outline of second language acquisition theories*. Wydawnictwo Naukowe Akademii Pedagogicznej.

References:

Saville-Troike (2006). *Introducing second language acquisition*, CUP

Course Title: Discourse Analysis
Course Code: 324 Eng-3

Credit Hours: 3
Level: 6
Pre-requisites: Introduction to Linguistics (221 Eng-3)
Course Description:
This course is an introduction to some of the major approaches to studying oral and written texts. It examines and practices various analytic perspectives, including

conversation analysis, critical discourse analysis, pragmatics/speech act theory, sociocultural theory and the application of these approaches to a variety of contexts including the mass media and popular culture, "naturally occurring" conversation, institutional settings and classroom interaction.

Textbook(s):

1. Austin, John L. 1962. How to do things with words. Oxford: Oxford University Press.

Brown, Gillian; and George Yule. 1983. Discourse analysis. Cambridge:
1. Cambridge University Press.

        3. Halliday, M.A.K. and R. Hasan. 1976. Cohesion in English. London: Longman.

References:

Schiffrin,D, Tannen, D and Heidi E. Hamilton,(2001).The Handbook of Discourse Analysis: Blackwell Publishers Inc

Course Title: Poetry
Course Code: 342 Eng-3
Credit Hours: 3
Level: 6
Pre-requisites: Introduction to Literature (240 Eng-3)
Course Description:

This course has two primary purposes: (1) to introduce students to some of the achievements of poets writing in English and (2) to help them become a discriminating and confident reader of poetry on their own.
By the end of the course, students will find that poetry, though often difficult and demanding, can offer intense and complex pleasure---- emotional, imaginative, and intellectual. They will understand better what poetry is and what kind of responses it invites from its readers, realizing that poetry is not just a prose idea cast into "secret code" or dressed in fancy clothes by a poet who could have made the point more directly.
There will be selections from a wide range of poems of different historical periods, written in a wide range of forms and styles. The first part of the course will tend to emphasize the various elements of poetry— introduction, imagery, figurative language, tone, sound and rhythm, and so on. In the second part, they spend more time considering what they can learn from studying a poem in the context of other poems by the same author or poems on a similar subject. Finally, the course also aims at helping learners further develop their skills in analysis and writing.

Recommended Textbook:
1. The Norton Anthology of English Literature, Vols. I & II
2. Griffith, Kelly: Writing Essays about Literature, Fifth Edition, Harcourt Brace and Co., 1982.

References:
Sound & Sense by Laurence Perrine & Thomas R.ARP

Course title: English for Specific Purposes
Course Code: 325 Eng-3
Contact hours: 3
Level: 6
Pre-requisites: Introduction to Linguistics (221 Eng-3)

Course Description:
This course is meant to acquaint students with English for Specific Purposes as a learner-centered approach. It introduces students to theory and practice of developing courses for learners with specific academic and professional purposes for learning a language (for example Medical English, Legal English, English for Nursing etc.) It introduces students to the basic principles and techniques in ESP course design. The importance of this course comes from the importance of ESP as a solution to learners who have no time to study general English whether they seek academic achievement or occupational promotion.

Textbooks:
Hutchinson, T. and Waters, A. 1987. English for Specific Purposes: A Learning-Centered Approach. Cambridge: Cambridge University Press.
References:
1. Basturkmen, H. 2010. Developing Courses in English for Specific Purposes. Palgrave Macmillan.
2. Dudley-Evans, T. and St. John, M.J. 1998. Developments in English for Specific Purposes: A Multidisciplinary Approach. Cambridge: Cambridge University Press.

Courses of level 7:

Course Title: Research Methods
Course Code: 326 Eng-3
Credit Hours: 3
Level: 7
Pre-requisites: Introduction to Linguistics (221 Eng-3)
Course Description:
This course introduces students to various approaches to research in the field of English language teaching. As part of this, students read and interpret a range of research reports, which use a variety of methodological approaches in the way data is collected, analyzed and interpreted.

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Therefore, it becomes one of the requirements for students to graduate from the university. This is expected to cater for the knowledge and the ability to conduct a research on language teaching. Students understand the nature and the types of research and have basic knowledge about current issues on English language teaching research.

Textbook(s):
Kothari, C. (2004). *Research Methodology, Methods and Techniques*. New Delhi: New Age International Publisher.

References:
1. Maner, Martin. 2000. The Research Process: A Complete Guide and Reference for Writers. 2nd Edition. McGraw Hill
2. Yaggy, Elinor. 1980. How to Write a Research Paper. New York: Harper & Row, Publishers. Inc. 4th edition.

Course Title: Fiction
Course Code: 440 Eng-3
Credit Hours: 3
Level: 7
Pre-requisites: Introduction to Literature (240 Eng-3)

Course Description:
New historical and literary periods are generally established as a reaction to past models, ideals and philosophical foundations. This is true of English novel from the 18th Century to the second half of the 20th century. The emergence and development of the novel will be studied in light of empire, war, feminism, gender, psychoanalysis, avant-garde movements, mass culture and theories of the novel. We will also consider the significance of innovative literary techniques such as point of view, setting, plot, characterization, impressionism, stream of consciousness, and authorial impersonality.
By the end of the Semester, students should be able to:
1. Analyze individual novels
2. Discuss the emergence and development of novel from the 18th century till date.
3. Discuss the significance of the range of innovative narrative techniques employed in fiction.
4. Compare and contrast various novels in reference to Classicism, Victorian ideals, and modernism.

Selections:
1.Daniel Dafoe: **Robinson Crusoe**
2.Jane Austen: **Pride and Prejudice**

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3. Joseph Conrad: **Heart of Darkness**
4. Hemingway: **The Old Man and the Sea**
5. Virginia Woolf: **To the Light House**

References:
1. Howthorn, Jeremy. **Studying the Novel: An Introduction**. London. Arnold, 1998.
2. Forster, E M. **Aspects of the Novel**. London. Penguin, 1989.
3. Watt, Ian. **The Rise of the Novel**. London. Penguin, 1957.

Course Title: Psycholinguistics
Course Code: 423 Eng-3
Contact Hours: 3
Level: 7
Pre-requisites: Introduction to Linguistics (221 Eng-3)

Course Description
The main objective of this course is to acquaint the students with the psychological aspects of language. Therefore, the students are introduced to the history of the psycholinguistic discipline, its methods, and themes. The course focuses on the foundations of human language: the biological, cognitive and social bases of language. The cognitive basis of language focuses on cognition hypothesis. The social basis of language focuses on the interactionist theory. The course gives account on language and thought through different hypotheses. The development of human language and language acquisition are areas the course intends to cover.

Textbooks:
1. Chomsky, Noam (2002). *On Nature and Language*. 1st edition, Cambridge: Cambridge University Press.
2. Chomsky, Noam (2006). *Language and Mind*. 3rd edition. Cambridge: Cambridge University Press.
3. Bavin, L. Edith (ed.) (2009). The Cambridge Handbook of Child Language. 1st edition. Cambridge: Cambridge University Press.

References:
Field, John (2004). *Psycholinguistics: The Key Concepts*. London: Routledge.

Course Title: Corpus Linguistics
Course Code: 422 Eng-32
Credit Hours: 3
Level: 7
Pre-requisites: Introduction to Linguistics (221 Eng-3)

This course provides students with a basic introduction to corpus linguistics as a methodology

for linguistic analysis. Built on the knowledge students already have of syntax, discourse, pragmatics…etc., it aims to familiarize students with existing corpora and introduce them to issues of corpus design, compilation, annotation, and analysis. The main aim therefore is to equip them with the necessary skills for interpreting corpus data using a variety of techniques such as frequency analysis, concordance, collocation, and keyword analysis, among others. The course will also further examine the use of corpora in language research in areas such as language teaching and learning, sociolinguistics, discourse analysis, and translation studies. In addition, some of the common tools and software packages used for corpus analysis will be introduced. Students will apply what they have learned to work on their small-scale research project.

Textbooks

1. O'Keeffe, A., & McCarthy, M. (Eds.). (2010). The Routledge handbook of corpus linguistics. Routledge.
2. McEnery, T., Xiao, R., & Tono, Y. (2006). Corpus-based language studies: An advanced resource book. Routledge: London. Freely available at: https://www.lancaster.ac.uk/fass/projects/corpus/ZJU/xCBLS/CBLS.htm

References

1. Poole, R. (2018). A Guide to Using Corpora for English Language Learners. Edinburgh University Press. Baker, P. (2006).
2. Using Corpora in Discourse Analysis. A&C Black. McEnery, A., Xiao, R., and Tono, Y. (2006) Corpus-Based Language Studies: An Advanced Resource Book. London, U.K.: Routledge.

Course title: Sociolinguistics
Course Code: 421 Eng-3
Contact hours: 3
Level: 7
Pre-requisites: Introduction to Linguistics (221 Eng-3)

Course Description:
The course provides a broad overview of sociolinguistics, introducing both early foundational work and current issues in the field. Topics include language contact and language prestige, multilingualism and language ecology, regional and stylistic variation, verbal repertoire and communicative competence, language and social identity, code switching and diglossia, and language and culture.

Textbooks:
Wardhaugh, R., & Fuller, J. M. (2015). An Introduction to Sociolinguistics (7th edition). UK: Blackwell.

References:
Romaine, S. (2011). *Language in Society: An Introduction to Sociolinguistics*. Oxford, Oxford University Press.

Course Title: Drama

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Teaching & Learning Unit

Course Code: 441 Eng-3
Credit Hours: 3
Level: 7
Pre-requisites: Introduction to Literature (240 Eng-3)
Course Description:
This course aims to help students: A. read drama, from short plays to longer works, with discernment; B. analyze the elements and strategies of drama; and C. respond articulately to dramatic works, both orally and in writing. Students will analyze dramatic texts through close reading, so that they can identify aspects, such as characterization, plot structure, and symbolism, which interact to produce the artistic effect and meaning of the work. They should be able to reason inductively about drama; for example, by examining specific instances in the play being analyzed, students will practice recognizing meaningful patterns in language and incident and identifying themes. Moreover, Students will learn to do acting warm-ups, improvisations, monologues, and two-, three, and four-person scenes. Performances and some selected in-class work may be video-recorded for analysis and evaluation. Finally, they are expected to comprehend and use such elementary critical terms as exposition, rising action, climax, denouement, etc.

Selections:
1. George Orwell: *Animal Farm*
2. Shakespeare: *Mackbeth*
3. Oliver Goldsmith: *She Stoops to Conquer*

References:
*A C Bradley: Shakespearean Tragedy, McMillan, 1987.
*The Bedford Introduction to Drama. Edited by Lee Jacobus. New York, St. Martin's Press, 1989.
*Abrams, M H. *The Norton Anthology of English Literature*. Vol 1 & 2
*Allardyce Nicoll. *The English Drama: A Historical Survey from the Beginning to the Present Time*. G Harrap.

Courses of level 8:

Course Title: Research Project
Course Code: 425 Eng-4
Credit Hours: 4
Level:8
Pre-requisites: Research Methods (420 Eng-3)
Course Description:
Each student is asked to conduct a research project at a relatively independent level (with regular

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guidance by the academic supervisor) on a specialized topic related to the field of study covered in the B.A. level. The students and teacher must meet for at least two hours per week, and by the end of the course each student must produce a significant final written product of 20 to 25 pages. It is to be presented to the concerned teacher (usually the person who guides the student(s)). The course is set to help the students to practically gain experience/get acquainted with the different aspects of doing academic research: scientific reasoning, scholarly communication, research methods, theoretical principles and their implications for actual research.

Textbook(s):

1. Bell, Judith (2005). *Doing your Research Project: A guide for first-time researchers in education, health and social science*, Open University Press
2. Nunan, D. (1992). *Research Methods in Language Learning.* Cambridge: CUP.

References:
   1. Johnson, Donna M. (1992). *Approaches in Research in Second Language Learning*. London: Longman.
   2. Brown, James Dean. (1988). *Understanding Research in Second Language Learning.* NY: Cambridge University Press.
   3. Wallace, Michael J. (1998). *Action Research for Language Teachers*. London: Cambridge University Press.

Course Title: Cooperative Training
Course Code: 424 Eng-6
Credit Hours: 6
Level: 7
Pre-requisites: None
Course Description:
Cooperative Education is a planned learning experience, for which credits are earned, that integrates classroom theory and learning experiences at a workplace. The experience enables students to apply and refine the knowledge and skills acquired in a related curriculum course. The Co-op is a supervised work experience in a position in the government or the private sector which aimed to assist students in making the transition from the classroom to industry. Students are required to finish 500 hours on the job to earn 6-credit hours for the course.
Course Requirements:
In addition to the training in the private or governmental sectors, students are required to submit a Co-op report and a presentation to the Marketing Department after they finish their job experience. The deadline for these requirements should be discussed with your academic advisor. The guidelines for writing the report and the content of the presentation are provided with this

Syllabus.

Exit Point Courses of the Program

Exit Point Courses (64 Hours)			
Level	Course Code	Course Name	Credit Hours
01	111TQF-2	Muslim Culture1	02
	120 Eng-3	English Grammar1	03
	110 Eng-3	Listening & Speaking1	03
	111 Eng-3	Writing1	03
	112 Eng-3	Reading1	03
		TOTAL	14
02	212TQF-2	Muslim Culture2	02
	121 Eng-3	English Grammar2	03
	122 Eng-3	Vocabulary Building	03
	113 Eng-3	Listening & Speaking2	03
	114Eng-3	Reading2	03
	115 Eng-3	Writing2	03
		TOTAL	17
03	102NAT-2	National Identity	02
	210 Eng-3	Listening & Speaking3	03
	211 Eng-3	Writing3	03
	212 Eng-3	Reading3	03
	220 Eng-3	English Grammar3	03
	221 Eng-3	Introduction to Linguistics	03
		TOTAL	17
04	101ARB-2	Arabic Language Skills	02
	223 Eng-3	Phonetics & Phonology	03
	224 Eng-3	Advanced Composition	03
		TOTAL	08
05	101CIS-2	Digital Skills	02
		TOTAL	02
08	424 Eng-6	Cooperative Training	06
		GRAND TOTAL	64

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Appendices

**Attach the program specification according to NCAAA template.

**Attach external reviewer report for the program / study plan.

**Attach a response report on external reviewer comments.

Attach the courses and field experience specifications according to NCAAA template **Hard or Soft.

**Attach a report on survey for the community and job market needs.

**Attach a report on benchmarking (comparative study) to beer programs, nationally and internationally.

Quality –N-Teaching & Learning – 1.