

**COURSE DESCRIPTION**  
**Department of English Language & Literature**

Reading Skills 1	01021101	(3 CHs)
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- The four reading strategies: Skimming, Scanning, thorough comprehension, critical reading and their application on different kinds of academic texts
- Dictionary use
- Analysis of different kinds of context clues.

**General Learning Outcomes**

1. Identify the different purposes of reading.
2. Use the four reading strategies according to the reading purpose.
3. Apply effective reading strategies to deal with a variety of texts in English.
4. Choose the suitable strategies for different reading activities.
5. Use different techniques to understand new vocabulary items.
6. Use dictionaries to find the meanings of new vocabulary items.

Précis Writing	01021203	(3 CHs)
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- Application of reading strategies to different kinds of academic texts.
- Summarizing vs. paraphrasing.
- Practice of summarizing and paraphrasing a variety of texts.

**General Learning Outcomes**

1. Identify some important terms in précis writing such as: skimming, scanning, summarizing, paraphrasing, plagiarism, quotations, unity, coherence ... etc.)
2. Use of in-text references (citation) properly.
3. Identify the difference between summarizing and paraphrasing.
4. Employ reading strategies while reading and writing.
5. Summarize and paraphrase different texts as concise and continuous as possible of the principle facts contained in the original passage.

Reading Skills (2)	01021202	(3 CHs)
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- Advanced analysis and application of critical reading
- Dealing with various kinds of complicated academic texts
- Reading-writing connection.

**General Learning Outcomes**

1. Apply a wide range of effective reading strategies to deal with English texts.
2. Apply advanced reading skills like critical reading and inferring.
3. Read and analyze a variety of complex texts in English.
4. Understand thoroughly variety of English academic texts.
5. Write reports, critiques and summaries based on given reading texts.

Oral skills (1)	01021103	(3CHs)
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- Introductory practical course providing the students with the opportunity to practice spoken English through role-play activities and group discussions to improve their ability to speak English effortlessly with confidence in a variety of situations
- Topics of everyday conversations: shopping and restaurants, school/university education, post office, visiting the doctor, airport check-in, passport control.

#### General Learning Outcomes

1. Practice their oral and communication skills, presenting information orally, engaging in a dialogue and answering questions orally.
2. Understand how to structure and present a topic/argument.
3. Express themselves fluently using appropriate grammar, vocabulary and pronunciation.
4. Express ideas, opinions, or feelings to others.
5. Extract (and infer) information from spoken discourse.
6. Use English in real-life situations.

Oral Skills (2)	01021204	(3CHs)
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- How to improve spoken English language skills.
- listening & speaking.
- English for social interaction.
- Art of oral presentation.

#### General Learning Outcomes

1. Apply effective strategies while using English in both dialogues and monologues.
2. Give oral presentations and offer peer feedback.
3. Use appropriate vocabulary, accurate grammar and correct pronunciation.
4. Give a clear, compelling, and persuasive speech in English.
5. Use a variety of expressions in both formal and informal settings.

Paragraph Writing	01022101	(3 CHs)
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- Writing different types of meaningful and grammatically correct English sentences using proper punctuation
- Producing a coherent and well-constructed paragraph
- Writing process: prewriting (deciding topic, brainstorming, outlining), writing (developing ideas appropriately, drafting), and rewriting (revising mechanics and ideas)
- analysis of model paragraphs

- Methods of paragraph development/ modes of academic discourse: narrative-descriptive, expositive [comparison and contrast, cause and effect, definition, analysis, and illustration], and argumentative

#### General Learning Outcomes:

1. Write a well-structured paragraph (topic or thesis sentence, body, and conclusion) on any topic
2. Address different themes paying attention to different rhetorical modes of academic discourse (narrative-descriptive, expositive, and argumentative)
3. Emphasize the importance of coherence, unity and structure
4. Edit written work to avoid sentence errors such as run-on sentences, fragments, etc.

<b>English Grammar (1)</b>	<b>01022121</b>	<b>(3 CHs)</b>
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- General introduction to Grammar: Parts of speech, Sentence elements, Simple Tenses, Progressive Tenses, Perfect Tenses, Tag Questions, Interrogatives, Negatives.

#### General Learning Outcomes

1. Use the correct basic structures of English grammar in different contexts.
2. Derive the correct interrogative and negative forms from main statements.
3. Identify the functions of every taught grammatical structure.
4. Use the functions properly.
5. Edit their oral and written production.

<b>Essay Writing</b>	<b>01022202</b>	<b>(3CHs)</b>
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- Multi-paragraph essays according to traditional rhetorical modes
- Essay structure: introduction, body/discussion, conclusion
- Producing authentic texts on different topics
- Impact of audience on essay development
- Can be developed and designed as a thematic writing class
- Can include producing original texts longer than the five-paragraph essay

#### General Learning Outcomes:

1. Write a well structured Essay (introduction, body, and conclusion) on any topic
2. Produce authentic texts on different topics
3. Decide on topic and intended audience
4. Collect relevant ideas
5. Brainstorm, draft, revise
6. Practice collaborative writing

<b>English Grammar (2)</b>	<b>01022222</b>	<b>(3 CHs)</b>
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- Passive voice, Causative Structure, Participial Adjectives, Conditionals, Reported Speech, Gerunds vs. Infinitives, Phrases, Clauses.

**General Learning Outcomes**

1. Use the correct structure of grammar in different contexts.
2. Identify the relationship between grammatical structures and their meanings.
3. Edit their oral and written production.
4. Identify the form and function of every taught grammatical structure.

<b>Introduction to English Literature</b>	<b>01022131</b>	<b>(3 CHs)</b>
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- Introductory exposure to literature, literary forms, terms, and dimensions
- Offering a brief view of the historical development of English literature
- Exposure to the principal literary genres: fiction, drama, and poetry
- Enabling students to critically read short stories, novels, plays, and poems

**General Learning Outcomes**

1. Talk about the value and significance of literature in general.
2. Recognize the immense message that literature communicates to people.
3. Deal with multiple literary texts efficiently.
4. Write academic samples of work.

<b>English Phonetics</b>	<b>01022211</b>	<b>(3 CHs)</b>
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- Human body and the organs used in voice production
- detailed classification and description of English consonants and vowels
- (IPA and Cardinal vowel chart)
- English phonetic system: aural production and reception of sounds
- practice in pronunciation and phonemic transcription
- Phonotactics vs. phonology: phonotactics, phonological processes
- supra-segmental phonemes: stress, pitch, juncture
- syllabification
- intonation

**General Learning Outcomes:**

1. Master topic areas in voice production (articulatory Phonetics) including the classification and description of consonants and vowels
2. Produce English sounds (consonants & vowels) correctly
3. Master articulation of diphthongs, and triphthongs
4. Master the phonetic transcription using the IPA and the Cardinal Vowel Chart
5. Acquire a native or a semi- native accent

6. Distinguish between sounds on the basis of phonetic transcription and their corresponding pronunciation
7. Use strong and weak forms in context properly.

<b>Introduction to Linguistics</b>	<b>01023111</b>	<b>(3 CHs)</b>
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- Different branches of linguistics/the four components: syntactic, phonological, morphological and semantic rules
- Language as a communicative system related to other fields of knowledge.
- Common/shared language knowledge: competence vs. performance
- Morphology: word formation rules, lexicon, function words, lexical content words, type of word coinage
- Syntax: phrase structure rules, transformational rules

**General Learning Outcomes:**

- 1- Describe different places and manners of articulation.
- 2- Practice phonetic transcription using symbols of sounds
- 3- Use phonetic symbols and diacritics to represent correct pronunciation of words
- 4- Discuss different types of morphological processes.
- 5- Analyze words into constituent morphemes
- 6- Explain linguistic concepts in Syntax and Semantics.
- 7- Analyze English structures and sentences with tree diagrams.

<b>English Phonology</b>	<b>01023112</b>	<b>(3 CHs)</b>
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- Phonetics vs. phonology.
- Phonotactics.
- Phonological processes -supra-segmental phonemes: stress, pitch, and juncture; syllabification and intonation.

**General Learning Outcomes:**

1. Acquire some skills in applying most parts of the English phonology.
2. Explain and apply some rules that guide the correct usage of phonological rules.
3. Use and understand spoken Standard English in any environment where it is the medium of communication.
4. Minimize having a foreign accent which often causes misunderstanding.

<b>History of English Language</b>	<b>01023121</b>	<b>(CHs 3)</b>
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- Development of English from Indo-European languages: past to the present
- Attitudes towards language change
- Motivations for and mechanisms of linguistic change
- Prehistoric changes from Proto-Indo-European to Germanic
- Structure and vocabulary of English through major periods: Old English, Middle English, Early Modern English and Modern English

- Changes in sounds (phonology), in forms of words and their endings (morphology), in sentence structure (syntax), and in spelling (orthography), in meaning of words (semantics) and in vocabulary (lexicon).

### General Learning Outcomes:

1. Development of the English Language from the Indo-European past to the present day
2. Attitudes towards language change: motivations for and mechanisms of linguistic change
3. Prehistoric changes from proto-Indo-European to Germanic
4. The structure and vocabulary of English through its major periods: Old English, Middle English, Early Modern English, and Modern English
5. Changes in sounds (phonology), in forms of words and their endings (morphology) , in sentence structure (syntax) , in spelling (orthography), in meanings of words (semantics) and in vocabulary (lexicon)
6. Introducing and differentiating between various divisions of English: vocabulary, grammar, spelling, and pronunciation
7. Relating historical developments to the teaching and learning of English as well as to translation.

### American literature from Beginnings to 1900 01023131 (3 CHs)

- Offering a panoramic view of American literature from the colonial period till 1900
- Exposure to the main developments of American literature: Native American literature, Colonial literature, Southern literature, Revolution literature, literature during the American Enlightenment and the Romantic Era, and literature during the rise of Naturalism and Realism
- Focus on the main literary movements of the period: Puritanism, Transcendentalism, Romanticism, Naturalism, and Realism

### General Learning Outcomes

1. Talk about the value and function of literature.
2. Deal efficiently with literary texts.
3. Write about American writers and their works.
4. Think critically and produce recognizable, academic samples of written work.

### Syntax 01023224 (3 CHs)

- Theories of syntax
- Generative English syntax
- Analyzing constituents of clauses: nominal, verbal, adjectival and adverbial clauses
- Sentence structures and variations
- Introducing minimalist approach

### General Learning Outcomes:

1. Introduce generative English syntax and its application to sentences
2. Successfully analyze/classify different types of clauses into constituents
3. Classify clauses based on the head word: nominal, verbal, adjectival and adverbial clauses
4. Distinguish different grammatical functions that clauses serve in sentences
5. Compare clauses in view of their grammatical functions in different sentences.

<b>Semantics</b>	<b>01023225</b>	<b>(3 CHs)</b>
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- Study of 'meaning' as encoded within the vocabulary and grammar of language
- Face to face communication
- Utterances: sentences vs. utterances, facial expressions
- Proposition: sense relations, intended meaning; occurrences and contexts: meaning of meaning, meaning and intonation patterns; reference, predicates and arguments: referring expressions, sense property, proposition and sense, discourse analysis, logic and facts
- Real situation and daily experiences

### General Learning Outcomes:

1. Develop competence in semantics
2. Improve thinking and analytical skills
3. Use logic and setting symbols (formal language) to represent sentence meaning
4. Explain concepts and key issues involved in the study of semantics
5. Understand the difference between speaker (utterance) meaning and sentence (or word) meaning
6. Identify sense relations between predicates and relations between sentences
7. Identify sense relations between words, including synonymy, hyponymy, antonymy, ambiguity
8. Identify sense relations between sentences including paraphrase, entailment, etc.
9. Translate sentences into logical notations for simple propositions
10. Formulate truth tables for logical connectives (e.g. and, or, etc.)

<b>English literature from the Beginnings till 1798</b>	<b>01023235</b>	<b>(3 CHs)</b>
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- A broad view of the earliest beginnings of English literature: oral tales and epics
- Exposure to the achievements of the Anglo-Saxons
- The influence of the Norman Conquest
- The Middle Ages: Geoffrey Chaucer's literary achievements
- The impact of the Renaissance
- Representative examples: Shakespeare, Marlowe, Sidney, and Ben Jonson
- The effect of Neo-Classicism: Dryden, Pope, Johnson, and Gray

### General Learning Outcomes:

1. Be aware of the earliest beginnings of English literature.
2. Be able to deal with the periods of English literature thoughtfully.



3. Read critically certain literary works representing periods of English literature.
4. Produce presentable samples of written work on selected literary works.

<b>English Literature from 1798 to 1901</b>	<b>01024131</b>	<b>(3 CHs)</b>
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- A panoramic view of English literature from 1798 till 1901.
- Exposure to the literary, social, and intellectual contexts of the period.
- Critical issues relevant to some literary genres of the period.
- The Romantic Period.
- The Victorian Period.

### General Learning Outcomes

1. Be well aware of the significance of the period.
2. Deal with certain changing concepts of English literature.
3. Fully grasp the issues and critical concepts of Romanticism.
4. Understand the literary world of Victorianism.

<b>Twentieth-Century American Literature</b>	<b>01024132</b>	<b>(3 CHs)</b>
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- Offering an overview of 20<sup>th</sup>-century American literature with selections from major poets, dramatists, and novelists
- Discussing a wide range of works dating from 1915 to the end of the century
- Tracing the artistic and thematic developments of American literature
- Tracking of the changing demographics of the U.S. and the relevant changing face of American literature
- Exposure to the main literary movements of the period: Modernism, Postmodernism, and Multiculturalism

### General Learning Outcomes

1. Discuss the value and function of literature.
2. Deal with literary texts efficiently.
3. Produce recognizable, academic samples of written work.
4. Talk orally about the main aspects and trends of 20th-century American literature.

<b>English Teaching as a Foreign Language (1)</b>	<b>01024151</b>	<b>(3 CHs)</b>
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- Methods of teaching all aspects of English as a foreign language.
- Special emphasis on areas of difficulty to Arab students.
- Theory practiced in actual classroom situations.
- Learning languages: reasons for learning languages, success in language leaning and motivational differences.
- language learning: pronunciation, grammar, vocabulary, discourse, skills, language varieties.
- language learning and language teaching: learning theories and approaches, foreign language learning, input and output, a balanced activities approach.



- Teaching the main skills: speaking, writing, listening and reading.
- Class management: the role of the teacher.
- Planning: planning textbooks and syllables, what teachers should know, and the plan.

#### General Learning Outcomes:

1. Introduce main methods of learning/teaching a foreign language.
2. Differentiate among (Approaches, Methods, and Techniques).
3. Learn the pedagogy of the four language skills.
4. Differentiate among the main learning styles.
5. Observe an English Language class and writing an evaluative report.
6. Work independently and collaboratively to teach model class.
7. Determine the advantages and disadvantages of the main methods of learning/teaching a foreign language.

#### Research Methodos

01024201

(3 CHs)

- Use of references and library materials, selecting a topic, quoting texts, summarizing, designing outlines, and applying documentation principles using appropriate manual: APA/Chicago/MLA.

#### General Learning Outcomes:

1. Use the correct style of documentation.
2. Write correct bibliography and footnotes.
3. Use sources of knowledge such as library and computers.
4. Practice the documentation procedures (citation, references and quotation).
5. Write a mini research paper according to scholarly technique.

#### Twentieth-Century English Literature

01024234

(3 CHs)

- Introducing the new culture of modern Britain.
- Tracing the echoes of both "the Empire" and "Englishness" in British literature.
- Tracing the emergence of a distinctly post-Empire sensibility in contemporary British literature.
- Focusing on a variety of texts, verse and prose, to reflect the nostalgia for a more stable past conflicting with a celebration of new modes of identity-formation and new approaches to literary production and presentation.

#### General Learning Outcomes:

- 1- Develop a greater understanding of the politics and culture of modern Britain.
- 2- Become acquainted with several of the most important writers of the period.
- 3- Improve students' ability to articulate their response to works of literature.
- 4- Learn how to pay attention to the complexities of literary texts, their structures, reiterations, tones, implied values, points of view, and inter-relations.

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<b>Shakespeare and the Renaissance Era</b>	<b>01024236</b>	<b>(3 CHs)</b>
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- Exposure to the Elizabethan Age.
- Introduction to the literary world of William Shakespeare: Drama and poetry.
- Detailed study of some Shakespearean plays and sonnets.

**General Learning Outcomes**

1. Instill the particularity of Shakespeare's plays.
2. Interrelate between word and action in his plays.
3. Deal with certain delicate and intricate characteristics of Shakespeare's characters in general.
4. Gain more literary and vocabulary output from dramatic instances and poetic language.

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<b>Applied Linguistics</b>	<b>01023122</b>	<b>(3 CHs)</b>
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- Different areas where linguistics is put into application: language acquisition/teaching, lexicography, and translation
- Acquisition of first language: role of hearing, role of sight
- Learning a second language: natural environment, artificial environment, stimulus intensity, motivation, relaxation, anxiety
- Foreign language teaching: the grammar-translation approach, the direct approach, the aural-oral approach, the eclectic approach
- Language testing: purposes of testing, test types, making tests, giving tests
- Language brain canners
- Bilingual brain
- Language interference: nature of interference, direction of interference
- Bilingualism
- Language selection and code switching
- Language and community.

**General Learning Outcomes:**

1. Identify the factors associated with successful language acquisition and learning.
2. Demonstrate appropriate pedagogical knowledge regarding the different approaches of language teaching and testing.
3. Discuss issues related to bilingual and multilingual societies.
4. Gain thorough understanding of factors affecting language interference, language selection and code switching.
5. Establish awareness of the interaction between the characteristics of community and its different dialects.

<b>Sociolinguistics</b>	<b>01023123</b>	<b>(3 CHs)</b>
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- Main ideas related to the mutual influence of language and the community structure
- Variations in language usage as required by situations: the everyday life of the individual, group, and nation.

**General Learning outcomes:**

1. View language within the context of society
2. Identify the concepts of culture as expressed in language: dialects, social class, and regional variations
3. Study the relationship between culture, behavior, and communication among individuals and groups
4. Develop analytical and interpersonal skills for successful intercultural communication to overcome cultural barriers
5. Show how dialects, social class, and regional variations affect group and individual interaction.

<b>Short Story</b>	<b>01023132</b>	<b>(3 CHs)</b>
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- Introducing students to famous short-stories writers.
- Reading a variety of short stories.
- Recognizing different features and elements of short fiction.
- Analyzing specific texts, depending on critical approaches.

**General Learning Outcomes**

- 1- develop the critical attitudes needed for understanding and enjoying this literary form
- 2- Enhance the social and cultural awareness of students.
- 3- Identify and apply techniques of literary analysis and criticism.
- 4- Discuss story content and structure in depth.

<b>Drama</b>	<b>01023233</b>	<b>(3 CHs)</b>
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- Familiarizing students with drama as a literary genre through selections from world drama masterpieces
- Presenting related terminology
- Exposure to a detailed presentation of dramatic concept such as tragedy and comedy
- Exposure to the ages of drama in the Western tradition
- Reading and analyzing eminent dramatic texts

**General Learning Outcomes**

1. Talk about the value and importance of drama and its relation to everyday experience.
2. Deal with dramatic texts efficiently.
3. Work independently and collaboratively with their colleagues through performance.
4. Write observable, academic samples of work.

<b>Novel</b>	<b>01023234</b>	<b>(3 CHs)</b>
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- Introducing students to the art of the novel, its basic structure, and major related terms
- Tracing the major developments of the novel
- Trends, literary currents, and literary movements relevant to the art of the novel
- Detailed study of selected novels

### General Learning Outcomes

1. Know the meaning of the term 'novel', its types, elements, and relation with the adjacent genre, drama.
2. Realize the difference between the first-person narration and third person narration, or omniscient narration.
3. Articulate their response to certain novels in writing.
4. Collaborate with peers for role-playing, story analysis, and presentation planning.

<b>Advanced English Grammar</b>	<b>01024121</b>	<b>(3 CHs)</b>
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- Theoretical description of elements of grammar, verb and the verb phrase, nouns, pronouns and the basic noun phrase, adjectives and adverbs, prepositions and prepositional phrases, the verb and its complementation, the complex noun phrase.

### General Learning Outcomes

1. Analyze various grammatical elements.
2. Provide an extensive theoretical discussion of different aspects of grammar.
3. Identify phrase and sentence structure.

<b>Western Thought and Culture</b>	<b>01024141</b>	<b>(3 CHs)</b>
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- Key issues and concepts of thought and art of Western culture
- Development of Western culture up to the present
- Effects of the Reformation, Scientific Revolution and the French and American Revolutions on the cultural and intellectual climate in Europe
- The influence of the Islamic civilization on Western culture.

### General Learning Outcomes:

1. Identify the key issues and concepts of thought and art of Western culture.
2. Trace the development of Western culture up to the present.
3. Discuss the impact of the Reformation, Scientific Revolution and the French and American Revolutions on Western culture.
4. Recognize and critically discuss the influence of the Islamic civilization on Western culture.

<b>English Poetry</b>	<b>01024235</b>	<b>(3 CHs)</b>
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- Offering an overview of the thematic developments of English and American poetry
- Exposure to the main literary movements that affected English and American poetry indifferent period
- Presenting a detailed analysis of the works of the most prominent poets in the 20<sup>th</sup> century in English and American poetry

**General Learning Outcomes**

1. Know about the development of English and American poetry.
2. Read and analyze poems taken from English and American poetry.
3. Compare and contrast between major approaches of both English and American poetry.
4. Produce presentable, academic samples of written work.

<b>Comparative Literature</b>	<b>01024133</b>	<b>(3 CHs)</b>
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- Introducing comparative literature, its theories, development, and approaches Providing a comparative understanding of multiple, diverse cultures
- Reading of literary works across the boundaries of time, geography, and language

**General Learning Outcomes**

1. Develop students' understanding of complex literary works in a comparative context.
2. Learn a number of valuable critical thinking skills.
3. Explore a wide range of literatures.
4. Expose students to a wide array of topics.

<b>Literary Criticism</b>	<b>01024237</b>	<b>(3 CHs)</b>
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- This course is intended to develop and sharpen students' critical competence through familiarizing them with some of the modern approaches to literary studies and criticism.
- Emphasis is to be laid on modern criticism particularly the criticism of the conventional or traditional (classical) critical views and schools
- Modern criticism is a fundamental dimension of this course.

**General Learning Outcome:**

1. Students grasp the concept of criticism, its constituent elements and relation with creative literature, especially the mutual need between the two disciplines.
2. Students get a brief idea about the outstanding figures in this field such as Plato, Aristotle, Sidney, Pope and Arnold.
3. Students know the distinguishing features of critical trends in literature such as classicism, neo-classicism, romanticism, realism...etc.

**Teaching English as a Foreign Language (2)**

**01024252**

**(3 CHs)**

- A continuation of (192487)
- Methods of teaching all aspects of English as a foreign language.
- Special emphasis on areas of difficulty to Arab students.
- Practice theory in actual classroom situations.
- Introducing audio-visual aids usable in teaching English, the role of aids in language teaching
- Functions of language testing, designing different types of tests, and evaluating tests.

**General Learning Outcomes:**

1. Learn the pedagogy of the four language skills
2. Learn common classroom management scenarios
3. Differentiate among the main learning styles
4. Maneuver from one teaching method to another
5. Observe an English Language class and write an evaluative report
6. Work independently and collaboratively to teach a model class
7. Determine the advantages and disadvantages of the main methods of learning/teaching a foreign language
8. Teach English in local and international schools/universities
9. Write/Submit the results of self-learning style