

توصيف المقررات التي تدرس في قسم اللغة الانجليزية

1-توصيف مقررات متطلبات الجامعة

UR104

Introduction to Computer1

مقدمة حاسوب 1

- Computer history (component of com.-----stage development—generations—usage of comp.-----advantages). Memory(data storage– storage capacity—memory types(RAM—ROM—CACHE. Inputs and outputs devices–gates.
- Number system 1
- Number systems2 with exercise
- Structure of computer –machine language –assembly–ALU
- Algorithms (Introduction to algorithm –how to represent–discovering–iterative – recursion)
- Programming languages
- Programing language 2(compiler –editor –translate –linker)
- Networks (introduction of network – types –components–LAN–WAN–advantages–
- Internet –protocols –security

UR102

English Language1

اللغة الانجليزية ا

Use of English in communication and grammar:

Parts of speech, punctuation, simple sentences, (positive, negative, interrogative), tenses, study of nouns, adjectives, adverbs, three forms of verbs (present tense, past tense, past participle) commonly used in everyday life, simple Active and Passive Voice, study of adjectival clauses, and use of auxiliary verbs, preposition and its proper use study adjectival clauses, omission of relative pronouns .

Objectives :To introduce and familiarize the students with general English through oral and visual practice and comprehension, to increase and consolidate English Grammar and vocabulary, to enable the students to communicate in written and spoken English, to develop with ability with concepts used in general discussion and writing in English.

Reading Comprehension : Reading, studying the passage and paragraph structure besides answering the questions on the topics.

Course Content:

Spoken English, Getting to know each other, Describing yourself and others, Giving your opinion, Agreeing and disagreeing, Explaining, Making Suggestions, Questioning and dealing with questions, Talking about various topics, Describe and identify, Listen for the difference, Put the story in order, Jumbled texts, Stories in ten words, Passing on a story

UR103

Arabic Language

اللغة العربية

أولاً: النحو: أنواع الكلمة -أقسام الاسم -الإعراب والبناء -المبتدأ والخبر -الأفعال الخمسة -الفعل المضارع المعتل الآخر -العدد.
ثانياً: الصرف: الميزان الصرفي -المشتقات.
ثالثاً: الأدب: -مختارات من الشعر -مختارات من النثر الأدبي -أساليب الكتابة -أهل الجنة كما وصفهم الله عز وجل.
رابعاً: المعجمات.
خامساً: المستوى الكتابي.
محتوى المقرر: -

تقسيم الكلمة والعلامات والإعراب والبناء، المبتدأ والخبر والنواسخ وإعراب الفعل المضارع، التاء المربوطة والمفتوحة والألف اللينة، همزة الوصل والقطع وعلامات الترقيم والمعاجم، أساليب الكتابة وبعض النصوص الأدبية الشعرية والنثرية.

UR105

تاريخ حضارة

تعريف مفهوم الحضارة -الفرق بين الحضارة والثقافة - الفرق بين الحضارة الاسلامية والغربية - العوامل التي تساعد على قيام الحضارة - الاسس التي قامت عليها الحضارة الاسلامية - كيفية التعليم في الاسلام - نتائج التعليم في الاسلام - حركة الترجمة في الاسلام - اهم العلوم التجريبية عند العرب المسلمين.

2- متطلبات الكلية

(AA101)

مدخل الى علم النفس

تعريف علم النفس العام من خلال التركيز على المفردات التالية :

أولاً : استكشاف علم النفس :ما هو علم النفس العام وكيف تطور؟ ، ما أهم الموضوعات التي يبحث فيها علم النفس ؟، مدارس علم النفس، ميادين علم النفس النظرية والتطبيقية، وعلاقة علم النفس بعلم الاجتماع، أهداف علم النفس العام، ثانياً : طرق البحث في علم النفس :مصدر المعرفة : الخبرة الشخصية - أهل الثقة والحجة - التفكير الاستنباطي - التفكير الاستقرائي الطريقة العلمية، طرق البحث : الطريقة التجريبية - الطريقة المبنية على الملاحظة - الطريقة المسحية - الطريقة الارتباطية - الطريقة السببية المقارنة،

ثالثاً: التعلم ما هو التعلم ؟ - نماذج التعلم - نظريات التعلم، ا ربعاً: الدافعية: تعريف الدافعية - وظائف الدافعية - تصنيفات الدافعية بعض الدوافع الأساسية، خامساً: الانفعال: طبيعة الانفعال - نظريات الانفعال - الذكاء الانفعالي.

(AA102)

مبادئ الإحصاء وتحليل البيانات

يهدف هذا المقرر إلى تزويد الطالب بمجموعة من مفاهيم ومبادئ الإحصاء النفسي والتربوي مثل الإحصاء الوصفي وبعض قوانين الإحصاء الاستدلالي واستخداماته في البحوث النفسية، وتتضمن مفردات المقرر: مقدمة عن الإحصاء وتاريخه وأهميته في البحث العلمي، والمتغيرات وأنواعها التقريب، أنواع القياس التصنيفي والإحصاء الوصفي، التكرارات، الجداول التكرارية، التمثيل البياني للتكرارات، فئات الدرجات، التكرار المتجمع التصاعدي والتنازلي وتطبيقاته وتمثيله بيانياً، مقاييس النزعة المركزية: ومقاييس التشتت واستخداماتها، معامل الارتباط وأنواعه، معامل ارتباط بيرسون ومعامل ارتباط سبيرمان، واختبار دلالة الفروق بين المتوسطات ودلالته الإحصائية باستخدام اختبار (ت)، وتحليل التباين وبيان كيفية استخدامها في مختلف البحوث النفسية والتربوية.

(AA103)

أخلاقيات المهنة

تهدف المادة إلى تعريف الطالب بأهمية وحيوية وضرورة أخلاقيات العمل ومدى أهمية وضرورة الالتزام بها من أجل تأدية الأمانة الملقاة على عاتق الموظف وتحقيق أهداف المنظمة تجاه من تقدم خدماتها إليهم. ومن أجل ذلك فالمادة تتعرض بالشرح والتفصيل وضرب الأمثلة لأخلاقيات العمل المختلفة مع التركيز على جوانب الفكر الإداري الإسلامي في هذا الإطار. وتشمل على مدخل إلى الأخلاق فكراً وممارسة (معنى بعض المصطلحات - الفرق بين الخلق والعادة - متى يصبح السلوك الحسن خلقاً - أقوال عن الأخلاقيات - الأخلاق ومراتب النفس البشرية) كما تشمل على العمل ومعايير وخصائصه (معنى العمل - مكانة العمل في الإسلام - فوائد وضوابط العمل - معايير أخلاقيات العمل - خصائص العمل من منظور إسلامي) علاقة أخلاقيات العمل ببعض العلوم - تأثير أخلاقيات العمل على المنظمة - أخلاقيات العمل والتجديد - التدريب الإتيقان والإبداع وأخلاقيات المدير المسلم (العلاقة بالرؤساء - العلاقة بالزملاء - العلاقة بالمرؤوسين - العلاقة بالجمهور) وأثر أخلاقيات العمل على وظائف الإدارة (التخطيط - التنظيم - التوظيف - التوجيه - الرقابة) وأخلاقيات العمل والسلوك العام

(AA104)

مناهج البحث العلمي

مفهوم البحث العلمي ومميزاته، مقومات البحث العلمي وشروطه، تنظيم البحث (مشكلة البحث، فرضية البحث، خطة البحث)، أنواع البحوث العلمية، مفهوم منهج البحث وأهميته، مناهج البحث العلمي (النقدي، التحليلي، التاريخي، الاجتماعي، الوصفي)، خطوات البحث (اختيار الموضوع، اختيار المنهج، وضع الخطة)...، تقسيم البحث (العنوان، المقدمة، التمهيدي...الخاتمة، الفهارس العامة)، دراسة تطبيقية على مناهج البحث العلمي في اللغة العربية، دراسة عملية (تكليفك لطالب ببحث علمي؛ ليطبق ما درسه).

(AA105)

أصول التربية

تعرف مفهوم التربية وأهميتها، تعرف الأهداف التربوية ومصادر اشتقاقها التمييز بين الفلسفات التربوية المختلفة، تعرف الأصول الاجتماعية والثقافية للتربية. تقدير دور التربية في مواجهة تحديات العولمة.، تعرف مفهوم التربية الإسلامية ومصادرها وأهدافها ،تبيّن الوسائط المختلفة التي تؤثر العملية التربوية وأهدافها

(FR105)

French.La

Cursus de français I –II–II (703237– 703243– 703350)

(1) les lettre .L Alphabet

- Les Voyelles
- Les consonnes

(2) Formation des Mots

- Radical
- Préfixes
- Suffixes
- Familles des mots

(3) Noms:

- Propre
- Commun
- Singulier
- Pluriel

(4) Les adjectifs :

- Qualificatifs
- Démonstratifs
- Possessifs

(5) Les Pronoms :

- Pronoms personnels
- Pronoms possessifs

(6) Les Formes :

- Affirmatif
- Négatif
- Interrogatif

(7) Conjugaison :

- Verbes 1e groupe
- Verbes 2e groupe
- Verbes 3e groupe
- Les auxiliaires
Avoir-Etre
- Verbes irréguliers -
- (8) Les Temps
- Le présent
- Le passe compose
- Futur Simple
- Imparfait.

3- متطلبات التخصص الاجبارية:

GRAMMAR I Course NO:EN 101 Units:3 Hours:3

COURSE DESCRIPTION

The aim of this course English Grammar A is to acquaint students with English grammar. At this stage, students will learn the following: PRONOUNS (types and function) NOUNS (types, function and form of noun), ADJECTIVES (descriptive and proper adjectives), ADVERBS (types and position), PREPOSITIONS (place and time), ARTICLES (the basic usage), PRESENT TENSE (simple and progressive), PAST TENSE (simple and progressive), SIMPLE FUTURE and PASSIVE VOICE for the aforementioned tenses.

A. PRONOUNS

TYPES

- i. Personal pronouns
- ii. Indefinite pronouns
- iii. Demonstrative pronouns
- iv. Possessive pronouns
- v. Reflexive pronouns
- vi. Reciprocal pronouns

FUNCTIONS

- i. Subject / object of the verb
- ii. Subject complement
- iii. Object of preposition

B. NOUNS

TYPES

- i. Personal nouns
- ii. Concrete or abstract nouns
- iii. Collective nouns
- iv. Nouns compounds
- v. Mass / unit

FUNCTIONS

- i. Subject / object of the verb
- ii. Object complement
- iii. Object of preposition

FORM OF NOUNS

- i. Inflectional forms (gender / number)
- ii. Possessive inflectional form
- iii. Derivational form of nouns

C. ARTICLES

- i. Indefinite articles a / an (with common countable nouns)
- ii. Definite article THE

PRESENT TENSE (simple and progressive), PAST TENSE (simple and progressive), SIMPLE FUTURE, and PASSIVE VOICE (for the aforementioned tenses).

SPOKEN ENGLISH I

course NO:EN 102

Units: 2

Hours:2

Objectives and Aims:

Speech is language. The aim of this course is enable the non – native speakers gain fluency in speech. It also aim at making them familiar with speakers of different accents & dialects.

Course modules

Unit 1– sounds and context

Module- a- Pronouncing the words: vowel, consonants and clusters.

Module- b- Intonation

Module- c- Stress and rhythm

Module- d- Pronouncing written words

Unit 2- Spoken Skills

Module- a- Spoken techniques at sequences

Module- b- Listening and response

Module- c- Formal and Informal Language

Module- d- Discussions and interview

Unit 3- Conversation

Module- a- Social conversation

Module- b- Conversing daily routine

Module- c- Conversational contexts

Module- d- Formal and Informal Conversations.

Unit 4-

Module- a- Introduce and Invitations

Module- b- Likes, Dislikes, preferences, Future Plans, suggestions and intentions.

Module- c- Request, offers, opinions, problems and advice.

Module- d- Regrets, criticism, apologies, excuses and Appointments.

READING COMPREHENSION I course NO: EN 103 Units: 3 Hours:3

WEEK	TOPICS
1	Introduction to reading- Intensive reading, Extensive reading
2	Training on avoiding bad reading habits- Inner speech, Lip movement, Vocalization and regression
3	Training on good reading habits- Reading with the mind, using eye index
4	Understanding the structure of a text- Title, Topic, Main idea, Supporting ideas,

	Conclusion
5	Recognizing discourse markers, transitions and specific vocabulary in the text
6	Training on improving reading speed– word per minute(WPM) calculation– skills for speed reading
7	Training on the ability to read using the process of chunking
8	Essential reading skills– scanning for specific information and skimming for the gist
9	Training on paraphrasing the text
10	Training on note–making
11	Vocabulary development exercises
12	Training on using context to identify meaning of words in the text
13	Training on reading faster and more fluently
14	Course Revision

Course title: Writing Structure Course No:EN 104 Units: 2 Hours:2

COURSE OBJECTIVES:

This course is designed to enable students to:

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

WEEK	TOPICS	
1	Sentence Fragments, Run-On Sentences, & Comma Splices	
2	Kinds of Sentences According to Function	
3	Kinds of Sentences According to Structure	
4	Kinds of Clauses According to Function	C
5	Kinds of Clauses According to Structure	
6	Signal Words	O
7	Pronoun Antecedent Agreement	U
8	MIDTERM EXAMINATION	
9	Punctuations & Capitalization	R
10	Paragraph Format Rules	S
11	Choosing a Topic & Strategies in Generating Ideas	E
12	Developing Topic Sentences & Writing Supporting Sentences	
13	Writing a 5–10 Sentence Paragraph (Using Past Time Order)	
14	FINAL EXAMINATION	

C

Content

1. Introduction
2. Speech Mechanisms
3. Organs of Speech
4. English Phonetics
5. English Consonantal Phonemes
6. English Vowel Phonemes
 - a) Monophthongs
 - b) Diphthongs
7. Trees–terms Labels
 - a) Descriptive Features – Consonants
 - b) Descriptive Features – Vowels
 - c) Descriptive Labels for Consonants
 - d) Descriptive Labels for Monophthongs
 - e) Descriptive Labels for Diphthongs
8. Syllables and Syllabification
9. Word – classification –Phonetician's View
10. Phonemic Transcription

COURSE DESCRIPTION

Grammar II course students at this stage will be exposed to the following: present perfect (simple and continuous), past perfect (simple and continuous), future (continuous and perfect), conditionals (real, unreal (present) and unreal (past)), modals (can, could, may, might, must, have to, need, should, ought).

COURSE SYLLABUS

1. PRESENT PERFECT (simple and continuous)

- a. Time expressions
- b. Stative / active verbs
- c. Affirmative / Negative / Interrogative

2. PAST PERFECT (simple and continuous)

- a. Time expression
- b. Contrast with simple past
- c. Affirmative / Negative / Interrogative

3. FUTURE (continuous and perfect)

- a. Time expression
- b. Affirmative / Negative / Interrogative

4. CONDITIONALS

- a. Real conditions
- b. Unreal conditions (present)
- c. Unreal conditions (past)

5. WISH / HOPE

- a. Present
- b. Past

6. MODALS

- a. Can / could (have)

□□Ability

□□Possibility

□□Permission

□□Requests

b. May / might (have)

□□Permission

□□Possibility

□□Wishes

c. Must / have to / need (have)

□□Obligation

□□Logical conclusion

□□Necessity

d. Should / ought to (have)

□□Strong possibility

□□Advisability

e. Will

□□Determination

□□Request

□□Invitation

□□Assumption

□□Insistence

7. PASSIVE

a. With reference to the tenses studied in Grammar I and Grammar II

b. With prepositional phrases

c. Difference between passive and adjectival phrases

d. Pseudo passive

e. Semantic changes

8. ARTICLES

Review of the basic uses of articles:

a. The with mass and proper nouns

b. A / an with mass and proper nouns

c. Zero article with singular count nouns

9. ADJECTIVES

d. Sequence of adjectives

e. Comparative and superlative forms

f. Derivational form of adjectives

10. ADVERBS

- g. Sequence of adverbs
- h. Comparative and superlative form
- i. Derivational form of adverbs

SPOKEN ENGLISH II

Course No:EN 107

Units:2

Hours:2

Prerequisite: (EN 102)

COURSE DESCRIPTION

Students in the Listening and Speaking B component course are exposed to varieties of natural occurring spoken English through listening exercises that are intended to develop strategies for comprehending connected spoken English as used in narrative, descriptive or argumentative texts.

The aim of the spoken component is to develop what the students have started in listening and speaking A. They are to be given a good opportunity to move their communication skills outside the classroom by negotiating and discussing issues as well as situations that resemble real life language use. Thus, students should be taught how to interact, in the target language, with other people in any of the many situations they may find themselves in. The use of role-plays, pair and group work, teacher-student work, media-based material; TV, Radio, magazines, video cassettes, etc. is believed to be essential for highly interactive material that promotes fluency and compressibility in spoken English.

It is always suggested that listening-lead-to speaking methodology would promote communication skills and match real-life use.

READING COMPREHENSION II

course NO: EN 108

Units: 3

Hours:3

Prerequisite:EN 103

WEEK	TOPICS
1	Extensive and Intensive reading tasks- Developing a sense of urgency while reading
2	Exposure to different texts and styles of writing- Understanding different styles of Writing

3	Training on perception of the text– peripheral vision, span of recognition, after image– Interpreting more of what is seen in less time
4	Deeper understanding of the structure of the text– main idea, supporting ideas, arguments, appeals, conclusion
5	Intensive skimming and scanning practices– Training on how to get the gist quickly and comprehend information
6	Aggressive comprehension– aggressively pursuing the gist of the material, distinguishing subordinate details from main ideas
7	Understanding arguments– Following the line of development of thought
8	Identifying opinion/ attitude and making inferences
9	Inferring the meanings of key vocabulary using the context
10	Vocabulary training exercises
11	Training on reading with anticipation and prediction
12	Exposure to reading comprehension question types– Wh questions, specific purpose questions, general purpose questions, questions with multiple options
13	Training on how to whip through reading material with good comprehension– added training on aggressive and rapid comprehension
14	Revision

Course Title: Writing Strategies Course NO:EN 109

Units: 3

Hourse: 3

Prerequisite:EN 104

Course Content:

Introduction: The four language skills.

Is writing an important skill? Why? (make the students answer and write it on the board, If not adequate add yours)

Informal and formal writing: (various examples of letters)

Personal and impersonal statements (write on the board and ask students to identify)Teaching point: personal pronouns and active , passive voice. Connect it with informal and formal writing.

Define Writing Strategies

Define: The organizing and thinking strategy used to write a paper, such as analysis, definition, synthesis, cause ad effect, comparison ad contrasting.

Functions

Account for, apply, analyze, comment, compare, contrast, define, describe, discuss, exemplify, explain, identify, evaluate, illustrate, interpret, justify, list, outline, prove, relate, review, state, summarize, trace.

Pre–writing or planning:

Brainstorming to explore the topic.

Drafting :

Revising :

Editing:

Forms of writing

EXPRESSIVE:

POETIC :

TRANSACTIONAL

Suprasegmental Phonetics

Course NO:EN 110

Units:2

Hours:2

Prerequisite:EN 105

Course Modules

The Syllable Part I

The nature of the syllable

The structure of the English syllable

Syllable division

Strong and weak syllables

Syllabic consonants

Stress Part II

Phonological Rules

Morphological Rules

Contrastive stress

Intonation Part III

Form of Intonation

Function of Intonation

Tonality

Tonicity

Tone

Course title: Advanced Grammar

Course Code: EN 201

UNITS:3

Hour: 3

Prerequisite: EN 106

Objectives :

* To help the student attain judgment ability on the grammatically of English phrases, clauses, sentences, etc.....

* To enable the student take off towards academic writing and editing .

Course Modules :

Part I The Noun Phrase

Part II The Adjective Phrase

Part III The Verb Phrase

Part IV Complementation

Part V Adjunction

Part VI Clause

Part VII Sentence

Part VIII Compositionnel Transition.

Oral Skills

Course No:EN 202

Units: 2

Hours:2

Unit I Social Conversations

Module 1 Listening to Introductions

a) Structures

b) Vocabulary

c) Phrasal Expressions

Module 2 Conversing – Introductions

Module 3 Listening to the Conversations on Daily Routine

a) Structures

b) Vocabulary

c) Phrasal Expressions

Module 4 Conversing – Daily Routine

Module 5 Conversational Contexts

Module 6 Conversational Etiquette

Unit II Academic Conversations

Module 1 Listening to Career Plans and Goals

a) Structures

b) Vocabulary

c) Phrasal Expressions

Module 2 Conversing – Career Plans and Goals

Module 3 Listening to the Conversations on lectures, assignments, etc...

a) Structures

b) Vocabulary

c) Phrasal Expressions

Module 4 Conversing – lectures, assignments, etc...

Module 5 Context Sensitivity and Language

Module 6 Conversational Etiquette

Unit III Literary Conversations

Module 1 Listening to Personal Opinions on literary issues

a) Structures

b) Vocabulary

c) Phrasal Expressions

Module 2 Conversing – Personal Opinions on literary issues

Module 3 Listening to Literary Stories

a) Structures

b) Vocabulary

c) Phrasal Expressions

Module 4 Story Telling

Module 5 Tracing Events and Places

Module 6 Ordering and Relating Events, opinions ...

Critical Reading

COURES EN 203

Credits : 3

Hrs: 3

Prerequisite: EN 108

This is an advanced course in developing reading skills . Student will be taught to comprehend passages / texts shrewdly . the will be given training in evaluating critically arguments in texts though inductive and deductive reasoning .

Course Content:

Through 10 short passages of 300 to 400 words each, the students will learn the following critical reading skills. The ten selected passages will be of argumentative and inferential

nature.

Unit I : reading for the main ideas and controlling ideas– author's purpose and modes of discourse : narration, description, exposition, and persuasion .

Unit II : Elements of critical reading– definition of critical reading – the structure of arguments – taking arguments apart– evaluating arguments .

Unit III : Problems in critical reading – inductive and deductive and reasoning– emotional appeals in arguments – appeal to patriotism appeals to prejudice– appeal to authority – appeals to patriotism– appeal to prejudice – appeal to tradition – logical fallacies like false analogy ,over simplification ,and non–sequitur.

Reference

Spears, Deanne. Critical Reading Skills. New Yourk: McGraw Hill.

Academic Writing

Course No.: EN204

Units:3

Hrs:3

Prerequisite: EN 109

Objectives:

- * To help the student deal with academic issues in their writing.
- * to enable the student understand and exercise ‘effectives writing’.

Course Content

- 1– Structure and Cohesion
- 2– Process and Procedure
- 3– Definitions
- 4– Exemplification
- 5– Classification
- 6– Comparison and Contrast
- 7– Cause and Effect
- 8–Interpretationof Date
- 9– Drawing Inferences and Conclusions
- 10– Academic Reports

Introduction to literature

Course No:EN 205

Units:3

Hours:3

COURSE DESCRIPTION

Introduction to English Literature is the initial course in the core of the literature courses, which are offered to serve the following objectives:

- 1.To expose students to the creative use of language.
- 2.To provide students with the opportunity to read extensively.
- 3.To train students to acquire an analytical approach to a literary text.
- 4.To stimulate students' interest in imaginative writings.
- 5.To develop in the students a sense of appreciation to literary work.

This introductory course introduces students to the three major genres of literature; poetry, drama and fiction by exploring the different literary elements, devices and features found in each genre and examining these in representative texts.

COURSE SYLLABUS

Introduction to English literature is designed primarily to familiarise students with different aspects and forms of literature. Short passages and complete literary works are analysed to exemplify the literary elements in the three basic genres, poetry, drama and fiction.

The main components of this course are as follow:

1. Defining Literature
2. Types of English Literature: poetry, fiction, and drama etc.
3. Defining Poetry
 - The language of poetry: symbols, metaphors, similes, etc.
 - Main types of English poetry: sonnets, narrative, descriptive, etc.
4. Defining Fiction
 - Elements of fiction: characters, plot, and setting
5. Defining Drama
 - Elements of drama
 - Types of plays: comedy, and melodrama, etc.

Introduction to Linguistics

Course No:EN 206

Units: 3

Hours:3

Prerequisite: EN 110

Objectives

□□To help the students understand history of linguistic theory

□□To introduce the students to the rudimental issues of Linguistics with reference to the four core areas – Phonology, Morphology, Syntax, and Semantics.

□□To familiarize the students with linguistic Theories.

Course Modules

Phonology Part I

Phonological Data

Distribution Theory

Morphology Part II

Inflectional Morphology

Derivational Morphology

Morphological Boundaries

Syntax Part III

IC Analysis

X – bar Theory

Semantics Part IV

Semantic Features

Semantic Domains and logic.

History of English Language

Course No:EN 207

Units: 3

Hours:3

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

COURSE CONTENT:

WEEK	TOPICS
1	The origin of language
2	The descent of the English Language
3	The Old English (Anglo-Saxon) period-1
4	The Old English period-2
5	The Middle English period
6	The renaissance and after-1
7	The renaissance and after-2
8	The growth of vocabulary-1

9	The growth of vocabulary-2
10	Change of meaning
11	The evolution of standard English
12	Idiom and metaphor
13	The foreign contribution
14	Conclusion and revision

WEEK	TOPICS
Week one	Issues in Translation theory.
Week two	What is translation? What do we translate? How do we translate?
Week three	Types of translation (Literal and Free Translation).
Week four	Main linguistic applications of use for translation.
Week five	The process of translation.
Week six	Meaning and translation.
Week seven	Differences between English and Arabic in syntactical structures.
Week eight	Introduction to the practice of translation.
Week nine	Introduction to translation tools.
Week ten	Translation practice from English into Arabic.

Translation I

Course No:EN 208

Units:2

Hours:2

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

Week eleven	Translation practice from English into Arabic.
Week twelve	Translation practice from English into Arabic.
Week thirteen	Translation practice from English into Arabic.

Drama **Course No:EN 209** **Units: 3** **Hours:3**
Prerequisite:EN 205

COURSE CONTENT

Unit I: Aristotelian and Shakespearean concept of a tragedy –similarities and differences – classical tragedy – Elizabethan tragedy– Modern tragedy– contributions of Marlowe, Shakespearean, T. S. Eliot, and Beckett.

Unit II: A good tragedy– Plot construction– characterization– techniques– Performance

Unit III: Intensive Reading and appreciation of any one of the following tragedies :

Christopher Marlowe: Doctor Faustus

John Webster: The Duchess of Malfi

William Shakespeare: Macbeth

Julius Caesar

Antony and Cleopatra

REFERNCE

Oxford Companion to Drama.

Essay Writing **Course NO:EN210** **Units:3** **Units:3**
Prerequisite:EN 204

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

COURSE OBJECTIVES:

To explore different techniques in writing an essay ,To understand essay organization ,To write the different modes of discourse using process writing ,Description ,Narration .Argumentation (Persuasion) .Exposition

Morphology	Course NO:301	Units:2	Units:2
Prerequisite:EN 110			

Objectives

- To help the students understand the linguistic use of Morphology
- To enable the students understand and exercise ‘Morphological Analysis’
- To enable the students develop an analytical bent of mind towards the morphological units across the languages.

Course Content

1. The Structure of the Words
2. Word and Morpheme Classes
3. Analysis of Morphological Structure
4. Morphological Variation
5. The Hierarchical Structure of Words
6. Beyond Prefixes and Suffixes
7. Heads and Hierarchy
8. Problems in Morphological Analysis
9. Morphology and Typology
10. Lexical Morphology.

Translation II	Course NO: EN 302	Units:2	Hours:2
Prerequisite:EN 208			

COURSE OBJECTIVES:

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

COURSE CONTENT:

WEEK	TOPICS
Week one	Various theories of translation
Week two	Types of translation
Week three	Cultural transposition and borrowing
Week four	Comparative linguistic
Week five	Kinds of meaning
Week six	Morphological, lexical and semantic repetition
Week seven	Differences between English and Arabic in syntactical structures
Week eight	Language variation, including register, dialect, idiolect, sociolect and jargon
Week nine	Translation techniques
Week ten	Translation practice from English into Arabic
Week eleven	Translation practice from English into Arabic
Week twelve	Translation practice from Arabic into English
Week thirteen	Translation practice from Arabic into English

Applied Linguistics

Course NO: EN 303

Units:2

Hours:2

Prerequisite:EN 110

OBJECTIVES:

To introduce prospective teachers of language either first or second language teaching and learning to this important branch of linguistics . Language teachers need not only be knowledgeable but also professional . The target of this course is to equip would be language teachers the skill, techniques, approaches and methodologies, of language teaching and learning . They should know that knowing is different from teaching . Dealing with the methodology of language teaching and learning strongly demands some basic knowledge of foreign and second language acquisition . Therefore, the course begins as follows :

PART ONE :

- 1- What is Applied Linguistics ?
- 2- Who needs Applied Linguistics and why?
- 3- What is first and second language acquisition ?
- 4- Acquisition Vs Learning
- 5- The role of the first language in the acquisition of the second language ?
- 6- Individual Learner differences
- 7- The role of input ?

PART TWO

The traditional Method of Language Teaching

The grammar Translation Method

The direct Method

The Audio – Lingual Methods

The Oral Approach and the Situational Language Teaching .

SUGGESTED LIST OF BOOKS:–

1– Ellis R, Understanding Second Language Acquisition .

2– Richards and Rodgers , Approaches and Methods to Language Teaching

3– Solinger and Glass –Second Language Acquisition, An Introductory course

5– Kara R.– Language Teaching and Learning .

Poetry

Course NO:EN 304

Units:2

Hours:2

Prerequisite:EN 205

This course will introduce the students to that best samples of English poetry written during the Romantic and Victorian. Periods and guide them to make valid interpretations. They will also have access to various kinds of prosody and versification.

COURSE CONTENTS:

Unit I: Characteristics of Romantic and Victorian poetry – insistence on the subjective elements and popularity of the ode in the Romantic period– prominence of the Dramatic monologue in the Victorian period– metaphor and ambiguity as the dominant poetic tools of both periods.

Unit II: Intensive study of three of the following odes:

Keats: *Odes to a Nightingale*

Ode on a Grecian Urn

Shelley: *Ode to the West Wind*

Ode to a Skylark

Unit III: Intensive study of the following Victorian Poems:

Arnold: *Dover Beach*

Browning: *My Last Duchess*

Tennyson: *Ulysses*

REFERENCE

Oxford companion to poetry.

Phonology	Course NO:EN 305	Units:2	Hours:2
Prerequisite:EN 110			

Objectives:

- * To help the students understand the Linguistics use of phonology.
- * To enable the students understand and exercise ‘ Phonological Theory ’.
- * To enable the students develop an analytical bent of mind towards the phonological issues across the language .

Course Contents:

- 1– Principles of Phonology
- 2– Common Properties of Phonological Theories
- 3– Phonological Theories
- 4– Distinctive Features
- 5– Phonological Rules
- 6– Phonological Processes
- 7–Phonological Constraints

First Language Acquisition	Course NO:EN 306	Units:2	Hours:2
Prerequisite:EN 303			

Course Content

Unit I

1. Introduction –Language Acquisition
2. Stages in CLA
- 3.Developments in CLA– Social and Cognitive
- 4.LAD– LASS

Unit –II

1. Behaviourist Theory– Skinner

2. Innateness Theory – Chomsky

3. Loginitive Theory – Piaget

4. Interaction Theory – Bruner

Unit–III

1.Chomsky and Language Learning

2.Criticism on the Theories –FLA

3.Mentalist Approach to Language

4.Different Approaches on the Theories –FLA

Unit–IV

1. Language Acquisition

2.Language Production

3. Planning and Production on the concepts

4. Developmental Psycholinguistics

Research Methodology

Course NO:EN 307

Units:3

Hours:3

COURSE DESCRIPTION

The aim of Research Methodology course is to enhance the students' understanding and application in some technical aspects of research. Students should know how to choose a topic, write a purpose, make a preliminary outline, prepare a bibliography, and footnote entries for different references. Students are also made familiar with the library and its resources for research. Writing III is a prerequisite. Thus, students are expected to write coherently and present well organised research papers.

COURSE SYLLABUS

□□Introduction to Key Terms

□□World Wide Web Resources

□□Literary visit and assignment

□□Choosing a Topic

□□Using the library

□□Narrowing the focus

□□Finding relevant books and articles

□□Preliminary bibliography

- Preliminary thesis statement
- Preliminary outline
- Plagiarism
- Taking notes (summary, paraphrase, quotation)
- Revised thesis statement and outline
- Format of APA Style
- Format of MLA Style Sheet
- A student's Research Paper
- Writing first draft.

Semantics	Course NO:EN 308	Units:2	Hours:2
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COURSE DESCRIPTION

Semantic course has been carefully planned to introduce students to all the main elements of semantics in a simple step by step fashion. Students begin by discovering the values and fascination of studying semantics and move on to such topics as sense and reference, basic sense relations, simple logic, word meaning, and interpersonal meaning. This course meets the needs of those who will develop their skills in the field of the study of meaning.

COURSE SYLLABUS

1. Basic ideas in semantics

- About semantics
- Sentences, utterances, and propositions
- Reference and sense

2. From reference

- Referring expressions
- Predicates
- Universe of discourse
- Deixis and definiteness
- Words and thing: extensions and prototypes

3. Sense

- Sense properties and stereotype
- Sense relations

4. Logic

□□About logic

□□A notion of simple propositions

□□Connectives.

Graduation Project A	Course NO:EN 309	Units:2	Hours:2
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COURSE DESCRIPTION

As part of their graduation requirements, students have to write a Research Paper in the field of applied linguistics, literature, language teaching, or translation. They need to apply technical aspects of research writing that had been studied already in the Research Methodology course.

Oral Presentation Skills	Course NO:EN310	Units:2	Hours:2
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Course Content

1. Introduction – Planning & Preparation –Speech Structure – Language Tools – Visual Effects.
2. Presentation Strategies –Know your Audience –Mind your Language – Body Language – Tonality: Voice Modulation.
3. Practical Training Sessions: Informative Presentation – Persuasive Presentation – Demonstrative Presentation – Interview Skills –Three minute presentation –Seven minute presentation –Extempore – Interactive Presentation.
4. Technology Support – Powerpoint Presentations – OHP – Slide Projectors/ Flip Charts/ Other Audio Visual Aids.
5. Training Sessions– Group Activities–Lectures/Interaction – Presentations.

Novel	Course NO:EN 401	Units: 2	Hours:2
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Prerequisite:EN 303

COURSE CONTENTS:

Unit I : Kind of novel – historical novel – picaresque novel – psychological novelnovels of ratiocination – novel of purpose– novelistic techniques – caricature– stream of

consciousness–interior monologue– Postcolonial Literature.

Unit II: Structure of a novel – plot– characterization– narrative techniques– language.

Unit III: Intensive reading of one of the following novels:

Jane Austen : *Pride and Prejudice*

Thomas Hardy : *Mayor of Castor bridge*

Charles Dickens : *Great Expectations*

Ernest Hemingway : *The Old Man and the Sea*

Chinua Achebe : *Things Fall Apart*

REFERENCE

Oxford Companion to the Novel.

Language Assessment	Course NO:EN 402	Units: 2	Hours:2
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OBJECTIVES:

What is generally meant by assessment is to examine critically and estimate the merit of something. In the case of language teaching assessment is aimed at evaluating the language proficiency of the learner in acquiring the basic skills and sub skills in language. In Libya English language is taught and learnt as a foreign language at present with certain set of objectives therefore any assessment on the efficiency in language should focus on the level of achievement of these objectives. In order to hit this target the following syllabus is prescribed.

Course Contents:

- 1– Definitions and explanations of the concepts of assessments, test, examination and evaluation.
- 2– The purpose of assessment.
- 3– Importance of assessment–through test or examination.
- 4– Qualities of a good test.
- 5– Subjective and objective testing.
- 6– Certain kinds of objective type of questions.
 - a– True or False
 - b– Yes or No.
 - c– Multiple choice

- d- Matching
- e- Cloze' or Completion type.
- 7- Testing the basic skills:
 - Various tests for assessing the ability in
 - 1- Listening
 - 2- Speaking
 - 3- Reading
 - 4- Writing
- 8- Vocabulary Test:
 - a- Meanings
 - b- Use of words
 - c- Word Building
 - d- Spelling and Punctuation.
- 9- Comprehension Test.
- 10- Intelligence Test (IQ Test)

Language Acquisition	Course NO:EN 403	Units: 2	Hours:2
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The aim of Language Acquisition course is to provide an introduction to first and second language acquisition. It presents the main theories of language acquisition and considers the implications of these for language teaching and classroom practice. It also deals with the effects of factors such as intelligence, personality, and age on language learning

COURSE SYLLABUS

ACQUISITION

□□THEORIES OF SECOND LANGUAGE LEARNING

- a. Behaviourism
- b. Cognitive Theory
- c. Creative Theory
- d. The second Language interactions view

□□FACTORS AFFECTING SECOND LANGUAGE LEARNING

- a. Intelligence
- b. Personality

c. Motivation

d. Age

□□LEARNING LANGUAGE

a. The concept of learner language

b. Types of error

□□SECOND LANGUAGE LEARNING IN THE CLASSROOM

a. Learners in Traditional Classroom

b. Learners in Communicative Classroom.

Second Language Acquisition

Course NO:EN 404

Units: 2

Hours:2

Prerequisite:EN 306

Course modules:

Unit –I

1.Introduction to theories of SLA

2. The Acculturation Model

3.The Nativization Model

4. Accommodation Theory

Unit–II

5.Discourse Theory

6. The Variable Competence Model

7.The Universal Hypothesis

8. The Neurofunctional Theory

Unit– III

9. Introduction to Krashen's Theories of SLA

10. The Monitor Model

11. The Acquisition– Learning Hypothesis

12. The Monitor Hypothesis

Unit– IV

13.Thee Natural Order Hypothesis

14. The Input Hypothesis

15. The Affective Filter Hypothesis

16. The Role of Grammar
17. Critique of the Monitor Model.

English for specific purpose	Course NO:EN 405	Units: 2	Hours:2
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COURSE DESCRIPTION

The aim Introduction to ENGLISH FOR SPECIFIC PURPOSES, henceforth, ESP course is to provide an overview of the field of English for specific purposes. It looks at its definitions, aims, and types. It also looks at other central concerns of ESP such as language issues in ESP and needs analysis.

1. An introduction of to the development of ESP.
2. Definition and aims in ESP.
3. Discourse and genre analysis.
- Needs analysis.
- English for business purposes.
- English for vocational purposes.
- Teaching approaches to ESP.
- Testing in ESP.

Syntax	Course NO:EN 406	Units: 2	Hours:2
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Objectives

- To help the students understand the linguistic use of Syntax
- To enable the students understand and exercise ‘Syntactic Theory’
- To enable the students develop an analytical bent of mind towards the Syntactic data across the languages.

Course Content

1. Theta Theory
2. Case Theory
3. Government and Case Assignment
4. Exceptional Case Marking

5. The Case Filters
6. Binding Theory
7. A – Movement
8. Barriers
9. Minimalism.

Writing For Correspondence **Course NO:EN 407** **Units:3** **Hours:3**
Prerequisite:EN 210

WEEK	TOPICS
Unit 1	Introduction to the course Writing Process and Revision process
Unit 2	Paragraphs and their Structures
Unit 3	Classification and Definition essays
Unit 4	Comparison and Contrast essays
Unit 5	Cause and Effect essays
Unit 6	Paraphrasing and Summarizing
Unit 7	Plagiarism
Unit 8	Real Life Writing – The Essay
Unit 9	Writing a formal Letter & Professional E-mail
Unit 10	The Annotated Bibliography
Unit 11	The Argumentative Essay
Unit 12	Critiques
Unit 13	Writing the Research Paper

Graduation Project B **Course NO:EN 408** **Units:2** **Hours:2**

COURSE DESCRIPTION

As part of their graduation requirements, students have to write a Research Paper in the field of applied linguistics, literature, language teaching, or translation. They need to apply technical aspects of research writing that had been studied already in the Research Methodology course.

4-Optional Subjects)

a-(**Academic**

Course Content

Unit I: Essay

Origin and development of the Essay– essays of Bacon – dispersed meditations– essays of Addison and Steele – caricature on the foibles of society – essays of Lamb –personal essays – Emerson and Thoreau as great essayists.

Unit II: Prose and Fiction

Differences between Novel and Short Fiction – its greater popularity in America than in England – stories of Ratiocination and hallucination of Graham Greene and Edgar Allan Poe – familial stories of Katherine Mansfield and Eudora Welty – travel stories of Hemingway.

Unit III: Appreciation

Intensive reading of any two essays of Bacon and two essays of Lamb.

Intensive study of the following two short stories:

Graham Greene : *A Man from Glasgow*.

Ernest Hemingway: *The Snow of Kilimanjaro*.

REFERENCE

Oxford Companion to English Literature.

WEEK	TOPICS
1 st week	Introduction to comparative literature and its politics
2 nd week	Comparative literature and translation studies
3 rd week	Comparative literature and travel literature
4 th week	An Introduction to Arab Literature
5 th week	Studying and analyzing a comparative study on Tawfiq al-Hakim's Ahl al-kahf and al-Sultaan al-Ha'ir and Edward Bond's Early Mourning and Lear
6 th week	Evaluating and analyzing the thematic similarities between al-Hakim and Bond's pieces
7 th week	Evaluating and analyzing the thematic differences between al-Hakim and Bond's pieces
8 th week	Evaluating and analyzing the technical similarities between al-Hakim and Bond's

	Pieces
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Com**Comparative Literature****Course NO:EN410****Units:2****Hours:2**

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

COURSE CONTENT:

9 th week	Evaluating and analyzing the technical differences between al-Hakim and Bond's Pieces
10 th week	A comparative study between Ibrahim al-Koni's The Bleeding of the Stone and Ernest Hemingway's The Old Man and the Sea
11 th week	Evaluating and analyzing the thematic similarities and differences between al-Koni and Hemingway's pieces
12 th week	Continuation of the same
13 th week	Continuation of the same
14 th week	Revision

Sociolinguistics**Course NO:EN501****Units:2****Hours:2****OBJECTIVE**

- * To help the student understand the interaction between sociocultural issues and Linguistics issues .
- * To enable the students understand and exercise ' Sociolinguistics Concept'.
- * To enable the student develop an analytical bent of mind towards the Sociolinguistics Issues.

Course Content

- 1– The sociology of Language
- 2– Accent , Dialect, and Idiolect
- 3– Standards and vernaculars
- 4– Speech Act
- 5– Communicative events
- 6– speech Community
- 7– Diglossia
- 8– Social Context

Discourse Analysis**Course NO:EN502****Units:2****Hours:2****Course Content**

- Chapter (Lecture) 1: Introductory aspects of Analysis: What is Discourse Analysis ?
- Chapter 2: What is cohesion?
- Chapter 3: General notion of cohesion
- Chapter 4: Definition of “Text”
- Chapter 5: Definition of “Texture”
- Chapter 6: Definition of “Ties”
- Chapter 7: References: Enclophoric, Exophoric, Cataphoric and Anaphoric
- Chapter 8: Substitution
- Chapter 9 : Ellipsis – Verbal
- Chapter10: Texture of Cohesion
- Chapter 11: Conclusion
- Chapter 12: Test and Evaluation

Literary Criticism**Course NO:EN503****Units:3****Hours:3****COURSE CONTENT****Unit I: Various Critical Approaches**

Definition of criticism – Listing of various approaches – traditional approaches– formalismpsychoanalytical

criticism – archetypal criticism– structuralism – Marxist criticism –

feminism – deconstruction – reader–response theories – postcolonial criticism .

Unit II: Traditional Approaches and Formalism

Traditional approaches : biographical criticism– historical criticism – moralistic criticismphilosophic

criticism – contributions of Aristotle, Wordsworth, Coleridge, Arnold–

Formalism – formalism theories of Eliot, Richards, Brooks and Tat.

Unit III: Structuralism and Deconstruction

Semiology and structuralism – Saussure's linguistics theories applied to literary criticism–

Derridian deconstructure– reader of Iser and fish – postcolonial theories of Edward Said and

Homi Bhabha .

REFERENCE

Guerin. Et al : A Hand book of Critical Approaches

John M Ellis :The Theory of Literary Criticism: A Logical Analysis

Comparative Grammar**Course NO:EN504****Units:3****Hours:3****Course Module****1. Parts of speech – In detail**

Adjectives – features – types– order – position – conversion

Adverbs – features – common features with adjectives – position – types

Prepositions – functions– preposition or adverb? – list of standard preposition used with certain verbs

Conjunctions – features – types– common errors and rectifications

Pronouns – number (singular and plural)and ambiguity associated with it.

2. Concord – II – part I covered in grammar I.**3. Introduction to Clause Structure**

4. Modal Auxiliaries – different from primary– infinitives without ‘to’

5. Tenses – perfect tense

6. Correction of sentences – part II.

Communicative aspects

Context based grammar (forms and functions)

- a. Instructing j. liking
- b. Suggesting k. offering
- c. Requesting l. accepting
- d. Inviting m. Ordering
- e. Warning
- f. Prohibiting
- g. Greeting
- h. rejecting.

Modern Drama	Course NO:EN505	Units:3	Hours:3
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COURSE CONTENTS:

Unit I: Modern Drama :

Academic drama of Eliot – classical elements – popular social satires of Shaw – importance to dialogue – witty conversation.

Unit II : Contemporary Drama

Minimalism due to global economic depression – existentialism as the prominent theme of contemporary drama – theatre of the Absurd – antirealism.

Unit III: Appreciation of a Play:

Intensive Study of Samuel Beckett 's Waiting for Godot

REFERENCE

Esslin, Martin. The Theatre of the Absurd. New York: Overlook Press, 1969.

Oxford Companion to Drama .

يعتمد

وكيل الشؤون العلمية للكلية

رئيس القسم

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مجلس الكلية

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رئيس الجامعة

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وكيل الشؤون العلمية

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