

Kingdom of Saudi Arabia  
Ministry of Education  
Majmaah University  
College of Education  
Department of English



وزارة التعليم  
جامعة المجمعة  
كلية التربية بالمجمعة  
قسم اللغة الإنجليزية

**Course Name: A Survey of English Poetry**

**Course Code: ENGL 321**

**Level: 6**

**Credit Hours: 3**

### Course Description

The course introduces students to the different literary periods of English poetry. It would cover the main five literary periods of English poetry; Neo-classical, Romantic, Victorian, Modern and Post-modern with an introduction to Old English, Middle English and Renaissance periods. This survey of poetic literary periods would include selective poems of representative poets for each period. It would be as succinct and as comprehensive as possible. The philosophy of the survey would mix history with art where the poems mirror the era and the era explains the poems. The distinctive characteristics of each epoch (the political and cultural together with the artistic/aesthetic features) would be discussed. The survey may include poetic materials from outside Britain (The American and possibly World Englishes poetry, too). The teaching of poetry would adopt an approach in which Form and Function are combined and interconnected. Students will be exposed to different ways of reading a poem (see Eagleton's book 'How to Read a Poem?').

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**Course Name: Advanced Literary Criticism**

**Course Code: ENGL 421**

**Level: 9**

**Credit Hours: 2**

**Course Description**

Building on ENGL 221 "Principles of Literary Criticism", this course is primarily designed to introduce students to the major literary theories and approaches of advanced modern and postmodern literary criticism. The course is designed to make students know the various different literary theories and approaches and how to apply these theories on a work of literature. The topics will range from Russian Formalism to Postmodern Theories (such as the most recent Eco criticism and Metacriticism) and including in between theories and approaches like: Structuralism, Post structuralism, New Historicism, Postcolonial Criticism, Cultural Criticism, Phenomenology and Reader-response, etc. The course will also introduce students to the differences between theory and practice in literary criticism. This course which, as mentioned earlier in this description, builds on the previous criticism course Principles of Literary Criticism is essential as it is considered a way for the students to have a better understanding of all the literary works they have been studying. Course instructors' philosophy favors interdisciplinary and a variation approach to course materials, methods of instruction and evaluation of students.

**Course Name: Advanced Translation**

**Course Code: ENGL 315**

**Level: 6**

**Credit Hours: 3**

### Course Description

This course builds on the previous "Introduction to Translation"(level four) and paves the way for the two subsequent translation courses in the plan in level six (ENGL 324 Computer-aided Translation) and level seven (ENGL 415 Special Topics in Translation and interpretation). It generally focuses on various advanced issues in translation and translation studies. More specifically, it will investigate equivalence at different levels. Central translation problems will be considered and discussed. The discussions will be anchored in practical exercises and translation from English into Arabic and from Arabic into English of texts from different genres and with different communicative functions. The course includes examples and exercises from new genres such as audiovisual translation, scientific translation, oral interpreting, website translation, and news/ media translation. It also includes a companion website featuring further examples and tasks.

The course may tackle more recent issues in translation studies like looking at translation as "Languaging" and "Translation as Intertextuality", etc. What is more, some new trends, practices and tendencies in translation and translation studies will be tackled and discussed.

The teaching methodology of this course tends to be multifaceted, varied and dynamic in such a way that a variety of forms, models and techniques are combined and integrated (conventional instruction methods, brain storming, classroom discussions, elicitation, pair/group work, cooperative learning, tutoring (when necessary), self/ peer correction, etc.). Similarly, evaluation subsumes a set of strategies and techniques (exams (mid/final), quizzes, homework, class participation, oral presentations, written assignments, projects, etc.).

**Course Name: The American Novel and Drama**

**Course Code: ENGL 311**

**Level: 5**

**Credit Hours: 3**

### Course Description

The course is a complete survey of the American novel and drama from its beginning to the near present. Pioneer novelists and dramatists should be focused on along with their major works. Instructors should manage a quick and brief discussion for most of the landmark American dramas and novels; however, they have to concentrate on selected works in details. The course should also cover the different movements, approaches and attitudes that dominated the American novel and drama throughout different ages. The impact of World War II on American novels and dramas has to be identified and discussed.

**Course Name: Applied Linguistics**

**Course Code: ENGL 313**

**Level: 6**

**Credit Hours: 3**

### Course Description

Applied linguistics is an interdisciplinary subfield of linguistics that deals with all aspects of linguistic theory that can be put into practice to bridge the gap between linguistic theory and practical fields such as language teaching and learning, translation, language therapy, forensics, counseling, computing, etc. The scope of the field has broadened enormously in the past three decades enabling it to branch out into an infinite range of increasingly new subfields: Forensic Linguistics, Clinical Linguistics, Biolinguistics, Neurolinguistics, Computational Linguistics, Peace Linguistics, Conversation Analysis, etc.

To start with, the course will survey the definition, history and scope of Applied Linguistics. It will then primarily discuss the central theories, approaches, ideas, terms and methods of Applied Linguistics in the domain of language teaching and language learning such as EFL learners' second language learning problems, difficulties, challenges and how to solve those them, Contrastive Analysis, Error Analysis, Transfer, Approaches and Methods of Language Teaching, Linguistic Theory and Translation, Language Learning Strategies and Styles, etc. The course will then devote a module to acquainting students with a range of recent domains of the subject generally outlined above. This module will, in the most part, be brief and sketchy as these areas will be also detailed in subsequent courses such as: Semantics and Pragmatics, Discourse Analysis, Special Topics in Linguistics, Psycholinguistics, Computer-aided Translation, etc.

Instructors are recommended to vary course content, materials, methods of instruction and tools to assess students' performance, along with adopting a practical stance whenever deemed appropriate and possible.

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**Course Name: British Novel and Drama**

**Course Code: ENGL 222**

**Level: 5**

**Credit Hours: 3**

### **Course Description**

The course surveys the development of British drama and novel from the time of Chaucer up to the modern and postmodern ages. To this end, it casts light on the most central writers, works, movements and their general historical, social and cultural contexts and milieus. Some particular representative works will receive more emphasis throughout the survey via highlighting their major critiques and critical evaluation. Whilst the study of these works will chiefly mirror the interplay between British literature and British history, references can also be made to overseas influences and intersexuality. Instructors should maximise students' benefit from this survey not only via the knowledge of British literature, but also by promoting their reading and writing proficiency.

## **Course Name: Collaborative Writing**

**Course Code: ENGL 223**

**Level: 4**

**Credit Hours: 2**

### **Course Description**

Unlike independent or individual writing, collaborative writing tasks involve two or several people, exchanging ideas and sharing responsibilities and power to produce an interactive written document. The course will train students to acquire collaborative writing skills via a variety of collaborative writing strategies and methods. All or some of the five types of collaborative writing commonly identified in the literature may be used (Single Author Writing, Sequential writing, Parallel Writing, Reactive Writing and Mixed Mode Writing). The course will also encourage the many benefits of collaborative writing such as critical thinking, creative thinking, integrating communication skills such as writing, reading, taking, listening, etc. In addition, the course will draw on the Socio-cultural Approach to particularly maximize students' benefits from brainstorming and peer reviewing activities along with providing them with an opportunity of training on co-authorship and interdisciplinary thinking. Throughout the course, writing is emphasized as a dynamic process involving multiple stages and activities (prewriting, while-writing and post-writing). Among other tasks, a project of a short essay may be required to be completed every week.

The selection of a textbook for this course (and for all courses in our study plan, for that matter) will generally tend to be more dynamic and flexible (keeping in mind the course philosophy, aims and expected outcomes any textbook that is deemed to best realizing these, may be selected). Preference, however, will be given to the more updated, timely, and comprehensive collaborative writing course books.

**Course Name: Communicative Grammar**

**Course Code: ENGL 121**

**Level: 2**

**Credit Hours: 2**

**Course Description**

This course builds on *ENGL 111* (Grammar and Sentence Writing), and continues its philosophy of Focus-on-Form Approach to teaching grammar. As such, the course aims to develop students' Communicative Competence marked by combining fluency with grammatical appropriateness via integrating grammar instruction and grammar practice with always a communicative approach to language teaching in mind. This course puts the accent on the actual act of communication. Thus, language structures are not supposed to be taught in isolation but integrated to the four skills of language and practiced in a meaningful context. The students must understand a grammatical structure and be able to use it in a variety of situations spontaneously and not just learn the patterns at the utterance level. This will involve using language to perform a wide range of functions (drawing on a functional and use-based approach to grammar). Examples may include: talking or writing about occupations, professions, writing emails, observing politeness, using phrasal verbs communicatively, describing things and processes, using reported speech correctly in story-telling, grammar for academic writing etc. (see course contents). Instructors should select an appropriate textbook of grammar [e.g. *The Communicative Grammar of English* by Edward woods and Ruddy Coppiters; *A Communicative Grammar of English* by Geoffrey Leech and Jan Svartvik, *Open Resources For English Language Teaching* (ORELT)-(Online Source), etc.].

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**Course Name: Computer-Aided Translation**

**Course Code: ENGL 324**

**Level: 7**

**Credit Hours: 2**

### **Course Description**

This course provides students with a wide range of computer skills and resources for novice translators, covering a number of translation-related IT topics from word processing to developing Translation Memory™ system. Students will also gain knowledge on computer-assisted terminology management (e.g. SDL Trados Studio 2017); and develop critical thinking by, for example, preparing thorough presentations that examine the functionality and impact of various desktop translation memory tools and cloud-based translation memory systems. Both proprietary and free, i.e. open-source translation memory systems support common features such as project management, translation memory maintenance, terminology management, machine translation, statistical reports, automated quality assurance, etc. This course is the perfect introduction to modern electronic translation environments, providing students with practical advice on how information research, terminology management, and translation memory systems can best be integrated into the translation process. The course will also explore some new trends in CAT.

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**Course Name: Culture and Society**

**Course Code: ENGL 323**

**Level: 7**

**Credit Hours: 3**

### **Course Description**

This course provides an introduction to the study of culture and society, both as background knowledge for language students and as preparation for later-year courses, especially in BA courses in Cultural Studies. Students of language are strongly encouraged to take this course. The primary focus is aspects of society; culture will be presented both in traditional as well as modern contexts. By the end of the semester students will be familiar with some of the central issues of society and culture and with some of the main approaches to study them. Teaching will combine lectures, tutorials and video presentations.

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**Course Name: Ecolinguistics**

**Course Code: ENGL 416**

**Level: 8**

**Credit Hours: 2**

### **Course Description**

Ecolinguistics is a recent sub discipline of linguistics which came into being during the 1990s as a result of a range of interesting developments in linguistics coupled with the growing international awareness of the importance of environmental issues in recent years. This sub branch (also known by the name of Ecology of Language) studies the complex network of interrelationships between language and environment (environment seen here as the overall ecosystem with its multiple interdependent components of all living organisms: humans, animals, plants, etc., and nonliving entities). While sociolinguistics places languages in their socio-cultural contexts, Ecolinguistics situates them in the much broader environmental and ecological milieu (i.e. it studies language ecologies).

The International Ecolinguistics Association has described the field as, "Ecolinguistics explores the role of language in the life-sustaining interactions of humans, other species and the physical environment. The first aim is to develop linguistic theories which see humans not only as part of society, but also as part of the larger ecosystems that life depends on. The second aim is to show how linguistics can be used to address key ecological issues, from climate change and biodiversity loss to environmental justice". (<http://ecolinguistics-association.org/>).

Topics in Ecolinguistics commonly include (but are not limited to): Language Ecology, Language, and Environment, Linguistic Diversity and Biodiversity, Language and Climate Change, Ecolinguistics and Discourse Analysis, Eco criticism (Ecolinguistics and literary criticism), Critical Eco criticism, Ecosophy (ecological philosophy), Concept of Anthropocentrism, Ecolinguistics and Foreign/Second Language Teaching, Language Attrition(language loss) and Endangered Languages, etc.

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**Course Name: Computer Assisted Language Learning (CALL)**

**Course Code: ENGL 124**

**Level: 3**

**Credit Hours: 3**

### Course Description

This course provides students with a fundamental understanding of the principles underlying the use of computer technology in language learning and teaching as well as hands-on activities of designing and producing computer assisted language learning (CALL) programs and materials. The topics include computer and Internet basics, principles of computer assisted language learning, CALL software and website evaluation, using technology to teach/learn listening, speaking, reading, and writing skills, web-based CALL activities, using computer-mediated communication in language learning and teaching, and designing and creating CALL activities and programs.

**Course Name: Syntax**

**Course Code: ENGL 413**

**Level: 8**

**Credit Hours: 3**

### **Course Description**

Syntax is the sub-branch of grammar which examines the structure of sentences (the other one being Morphology which studies the structure of words). The two (Morphology and Syntax) constitute an indispensably significant part of any university linguistics course of study (the linguistics component of the study plan).

Students will generally be equipped with the key notions, theories/approaches, terms, tools, and methods of syntactic theory and syntactic analyses. Though the analysis, in this course tend to draw preeminently on Chomskyan Generativism, other leading schools such as Holliday's Systemic-Functional Grammar (SFG), Fillmore's Case Grammar, etc., will also be slightly touched on.

Focal syntactic concepts such as : Constituency/constituency tests, Syntactic Categories ( lexical, phrasal and functional categories), Grammaticality/Well-formedness, Discreteness, Creativity/Infinity, Generative, Universal Grammar, Language Faculty, Recursion/Embeddedness, etc., will generally be surveyed. In addition, Phrase Structure rules/trees, UG, Deep-Structure (d-structure) & Surface Structure (s-Structure) and Transformational rules will be explained, discussed and practiced. In addition, the later models of analysis such as X-bar, Government and Binding (GB) and Minimalist Programme (MP) are also expected to be briefly surveyed. Furthermore, training students to think scientifically, reasonably and validly is one of the underlying objectives of teaching Syntax.

Instructors are advised to vary both the methods of teaching and the strategies of assessment (along with textbook and materials selection and preparation): lecturing, class presentations/discussions, peer-teaching/reviewing, etc.; assessment may include: tests, quizzes, response papers, class presentations, written assignments, fieldwork, etc.

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**Course Name: Discourse Analysis**

**Course Code: ENGL 414**

**Level: 8**

**Credit Hours: 3**

### **Course Description**

This course aims to introduce students to the main theories, ideas, notions, terms and practices in Discourse Analysis. Being interdisciplinary in both content and methodology , topics of Discourse Analysis vary considerably : Discourse , Text , Communication Constraints (both system and ritual constraints),Power and Solidarity , Identity, Gender, Discourse and Culture, Voice and Ideology, Stereotyping/Political Correctness, Code-switching and Negotiation of meaning, Critical Discourse Analysis(CDA), Contextual features and text analysis, Schemata , Stylistics, Discourse and Pragmatics (Implicature), co-textual relations, Intertextuality, etc. Critical thinking, open-mindedness, project and research techniques are among the most expected learning outcomes of the course. In addition, students are expected to think deeply about language and textual phenomenon and use that knowledge creatively to help them analyze texts (both fictional and expository) and various other communication events/encounters such as: formal/informal chat, online chat & SMS, sports commentary, doctor-patient conversation, TV debates, etc.

Discourse lends itself easily to a multi-teaching strategy that combines: lecturing, group discussions and seminars, field work/research projects, corpus-based tasks, etc. Instructors are encouraged to adopt a multi-faceted method of assessment that combines: test(s), quizzes, written/spoken assignments, response papers, project work, etc.

**Course Name: Language and Diplomacy**

**Course Code: ENGL 423**

**Level: 8**

**Credit Hours: 2**

**Course Description**

Language and Diplomacy introduces students to the role and functions of language in the world of diplomacy and the various uses of English for diplomatic purposes. To this end, the course makes use of the methods and practices of Discourse Analysis, Semantics, Stylistics and Pragmatics to analyze the various functions, features and socio-cultural intricacies of the language of diplomacy and diplomats. In addition, it purports to train students, via the knowledge gained from the analysis of diplomatic language, to understand and use language effectively for diplomatic purposes or in other relevant professional and interpersonal contexts.

The topics may include: characteristics of diplomatic language/discourse, negotiation and communication for diplomatic purposes, argumentation in diplomacy, Political Correctness, Peace Linguistics, Language Rights, Inter/cross-cultural communication in the context of diplomacy, Discourse of World Englishes and Diplomacy, etc.

Furthermore, issues such as types and functions of Ambiguity, Diplomacy and Multilingualism may be touched on with a view to exploring much more deeper layers of the language of diplomacy.

Both teaching and assessment strategies follow a varied and multi-sided strategy combining a variety of dynamic ways: lecturing, group discussions and seminars, fieldwork/research projects, corpus-based tasks, and for evaluation: test(s), quizzes, written/spoken assignments, response papers, project work, etc.

**Course Name: Special Topics in Linguistics**

**Course Code: ENGL 425**

**Level: 9**

**Credit Hours: 2**

**Course Description**

Special Topics in Linguistics is an advanced course in linguistics which seeks to broaden and sharpen students' understanding and thinking about some particular language issues. It generally builds on students' knowledge, experience and skills gained from the overall courses of theoretical and applied linguistics they have so far gone through. Using the seminar strategy, instructors will select a few interesting topics and then particularly investigate and research them making use of some assigned readings. Instructors may opt to involve students in the process of selecting the topics if deemed significant and appropriate. The selection of the topics, though flexible and open, should be based on the following:

- Relevance to social, educational, cultural or environmental current issues.
- Timeliness (new, novel and updated topics are always preferable).
- Debatability and contentiousness (topics that evoke thinking, criticism and controversy are preferred to those are not).
- Practicality (such as availability of materials).
- Innovation and creativity.

Suggested topics may include: Intertextuality, Critical Applied Linguistics, Stereotypes, Productivity and Creativity in Morphology, Lexical Gaps, Markedness, Grammaticalisation in Syntax, Pidgins and Creoles in Sociolinguistics, Linguistics and literary Criticism, stylistics, Language and Climate Change, Naming and Address Terms, Multimodality, Language and Racism, Bilingualism, Critical Linguistics, Developmental Linguistics, Forensic Linguistics, Language and Diversity, language, Ideology and Power, Language and Social Change, Language and Identity, Language and Culture, Schema Theory, language Planning, Language Loss/Attrition and Endangered Languages, etc.

**Course Name: Historical and Comparative Linguistics**

**Course Code: ENGL 422**

**Level: 7**

**Credit Hours: 3**

**Course Description**

This course aims to acquaint students with the central theories, approaches, ideas, terms, scope and methods of both Historical Linguistics and Comparative Linguistics (the latter being a sub-branch of the former). More specifically, it will be divided into two major modules or units.

**Unit 1 Historical Linguistics:** This unit aims to cover areas such as: Language History, Language Families and Language Change. In Language Families, the Indo-European family will receive much more emphasis, whilst in language change, the course primarily surveys phonological (e.g. The Great Vowel Shift), Morphological, Syntactic, Semantic and Sociolinguistic (Language Contact) changes along with the recent concept of Language Attrition (language loss or death and the endangered languages). In addition, the causes, processes and mechanics of change will be detailed. A particular emphasis will also be on **Borrowing** (causes, types and processes). The study of language change will help students understand better the history of English (see **ENGL 322 History of English**).

**Unit 2:** Comparative Linguistics (which historically emerged out of Historical Linguistics) studies the similarities and differences between two or more languages.

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

1. History, approaches and methods of Comparative Linguistics.
2. Common terms, and trends in Comparative linguistics (e.g. cognates, lexicostatistics, etc).
3. Relationship between Historical Linguistics and Comparative Linguistics.
4. Contrastive Linguistics/Analysis (in the light of Comparative Linguistics).

**Course Name: English Phonetics & Phonology**

**Course Code: ENGL 312**

**Level: 6**

**Credit Hours: 3**

**Course Description**

This course builds on the previous *ENGL 122 Practical Phonetics* course and includes the basic elements of English phonetics and phonology. Both Phonetics and Phonology study the human speech sounds, but each one with different perspectives/interests (phonetics with physical, articulatory and acoustic orientation, whilst Phonology more concerned with the functions of the sounds in specific languages). The course and aims primarily at training students to both pronounce and understand English sounds effectively and intelligibly.

The main focus here will be on the descriptions, analyses and practices of segmental and supra-segmental features of English (vowels, consonants, diphthongs, syllable-Stress- intonation-connected speech: rhythm –assimilation- elision, along with a set of other phonological processes). Students will not be trained on RP (Received Pronunciation) solely, but will also be trained to understand a wide range of English accents (native/non-native) (including the New English accents). Besides, students are set to have a working knowledge of the detailed functions of intonation (attitudinal, accentual, grammatical and discourse functions), the distinction between tone and intonation languages, coupled with some remedial work on phonemic analysis and segmental features that have a role to play in intonation and other aspects of English supra-segmental features.

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**Course Name: Graduation Project**

**Course Code: ENGL 428**

**Level: 9**

**Credit Hours: 2**

### **Course Description**

This course trains students to apply their knowledge from previous courses and put into practice their overall academic skills to search, explore, design and conduct a research or writing project. Students may choose a specific problem or issue in one of the three main language-related domains (linguistics, translation, or literature). The choice of the topic could be drawn on the student's performance in previous courses or it could be relevant to the students' orientations, interest or future work. Taking this course bridges the gap between theory and practice as it allows students to engage in the study of language various disciplines and enhance their knowledge and writing skills. A project supervisor is appointed to advise, guide and track the development of their students' projects. The number of advisee should not exceed five for each advisor and the time allowed to complete the project is one semester (15 weeks, 2 credit hours).

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## **Course Name: Grammar and Sentence Writing 1**

**Course Code: ENGL 111**

**Level: 1**

**Credit Hours: 3**

### **Course Description**

This course adopts the Focus-on-Form (FonF) Approach (see Michael Long's theory), to raise the students' awareness of fundamentals of English grammar while can still communicate effectively in a socially meaningful context. Grammatical elements targeted in the course (and which will also be continued in *ENGL 121 Communicative Grammar*), include (but not necessarily limited to): English verb tenses, auxiliaries (be, have and do), modals, nouns(count, noncount, etc.), adjectives, adverbs, prepositions, intensifiers, modifiers, comparatives and superlatives, possessives, conditionals, etc.

Within tenses particular focus is given to the differences between present and progressive, present and past tenses, past and past progressive, perfect tenses (present and past perfect), future expressions, etc. These forms are expected to be introduced, emphasized and made aware of, while largely utilizing the context of the sentence in a meaningful event/act.

The selection of a textbook for this course(and for all courses in our study plan) will generally tend to be more dynamic and flexible(keeping in mind the course philosophy, aims and expected outcomes, any textbook that is deemed to best realizing these, may be selected). Preference, however, will be given to the more updated, timely, comprehensive and communicative grammar course books).

## Course Name: History of English Language

Course Code: **ENGL 322**

Level: **6**

Credit Hours: **2**

### Course Description

History of English language is a discipline which studies development of old, middle and modern English. Oxford living dictionary has described the field as, "Five Events that Shaped the History of English are 1-The Anglo-Saxon Settlement, 2-The Scandinavian Settlement, 3-1066 and after, 4-Standardization, 5-Colonization and Globalization. The course will survey these stages with a particular focus on the characteristics, features and socio-cultural contexts of Old English, Middle English, Early modern English, Modern English and Present-day English.

Advanced topics in History of English language commonly include (but are not limited to):

- English as a world language
- English as a lingua franca
- European language
- Modern English

The teaching methodology of this course tends to be like a research subject:

1. Students are encouraged to search the web and use online materials.
2. Increased use of IT or web-based reference material
3. Use Web-CT for uploading material
4. Consistently change the list of readings/ include canonical and sub-canonical novelists
5. Use of [www.wiki.com](http://www.wiki.com) and [www.moodle.com](http://www.moodle.com) for collaborative writing Include e-books such as those from Gutenberg.

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**Course Name: Introduction to Linguistics**

**Course Code: ENGL 215**

**Level: 4**

**Credit Hours: 3**

### Course Description

Linguistics is the scientific study of language and this course aims to acquaint students with the central modern linguistics theories, approaches, terms, concepts and sub disciplines. The branches of linguistics (both micro and macro) will be briefly defined and explained. The various definitions of language, its nature, origin and evolution will also be discussed (drawing on Lyons and Yule is recommendable in this respect). Micro-level branches of linguistics such as (Phonetics, Phonology, Morphology, Syntax, Semantics, etc.), will all be surveyed. In addition, the course will introduce students briefly to important sub disciplines of Macro linguistics (Pragmatics, Sociolinguistics, Applied Linguistics, Educational Linguistics, Historical Linguistics, Comparative Linguistics, Psycholinguistics, Discourse Analysis, etc.). The new and emerging trends and sub disciplines of linguistics such as Cognitive Linguistics, Neurolinguistics, Eco linguistics, Bio linguistics, Computational Linguistics, Developmental Linguistics, Clinical Linguistics, etc.), will also be briefly defined and explained as the course proceeds.

Furthermore, students are also expected to be introduced, in a bit more detailed manner, during the survey, to some particular domains of linguistics such as Language Acquisition and Learning, Language Change, Language and Culture, etc.,

Instructors may collate their materials from more than one textbook taking into account the much more recent course books or editions. If a particular textbook such Yule's "Study of Language" or Lyon's "Language and Linguistics" is selected, then it is recommendable that it be supplemented by materials from other sources as well. Variation, flexibility and timeliness are always advisable for course content, materials, and methods of instruction and strategies of evaluation.

## **Course Name: Introduction to Literature**

**Course Code: ENGL 211**

**Level: 4**

**Credit Hours: 3**

### **Course Description**

The course aims to acquaint students with the fundamental concepts, theories, terms, genres, characteristics and functions of literature. There are five other courses of literature and criticism in our study plan, and this course should pave the way to them in both scope and method. Topics include: what is Literature, History of Literature, Literary Forms, Types and Genres ((poetry, novel, short story, drama, etc.), literary devices and techniques, literary movements, etc. The development of English literature from Old English (Anglo-Saxon Age) (e.g. the oldest known poem in English "Beowulf") to the twentieth and twenty first century literature, will be briefly surveyed (this will include- but may not be limited to- Neoclassic, Renaissance, Romantic, Victorian and the 20<sup>th</sup> century movements). Instructors may select a few representative texts of a few literary periods for a bit closer reading. Some outstanding English poets, dramatists, essayists and novelists may be highlighted.

Students will be trained on how to read a literary text effectively taking into account the unique features and functions of literary language (see Jakobson about the "poetic function" of language and Eagleton's "How to Read a Poem"). A variety of strategies and ways of reading a literary text may be considered depending on the instructor's/students preferences.

Instructors may opt to select any of the various introductory books available (such as Burgess's, Bate's, Meyer's, Mays's, etc.), or even more preferably a set of materials collated from a range of sources, including web-based materials). Variation in instruction methods and evaluation of students is also highly recommended.

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## **Course Name: Language Evaluation and Assessment**

**Course Code: ENGL 424**

**Level: 9**

**Credit Hours: 2**

### **Course Description**

This course is designed to introduce students to language testing and evaluation; theory and practice. The main objective is to introduce students to the most pivotal ideas, principles, theories, approaches and procedures of language evaluation and testing to increase their awareness and skills in developing English language tests. Another aim is to improve the students' ability to appraise language research in which testing plays a major role. Major types of tests and assessment methods are introduced, discussed and practiced. Topics include: Evaluation, Assessment, Measurement, Test, Objectivity, Validity, Reliability, Norm-referenced vs. Criterion-referenced Tests, Standardized Tests, etc. Other test classifications include: Multiple Choice, Essay and Semi-Essay, True-false, Completion Tests, Matching. Concepts such as Feedback, Wash back, peer and Self-Assessment, etc., are also explained and discussed.

In addition, the newest and most recent developments in the theory of Validity and Reliability (Construct Validity), will be introduced among a few alternative assessment methods. The course will moreover survey key ideas in testing different types of language skills: Listening and Speaking, Reading, Writing, Vocabulary, etc.

Instructors are generally advised to vary course content, instruction, materials and evaluation, together with always incorporating a sense of practice and practicability.

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## **Course Name: Language Learning Strategies**

**Course Code: ENGL 316**

**Level: 6**

**Credit Hours: 2**

### **Course Description**

Learning strategies are essential components of a curriculum, as bridges between competence and process. This course aims at developing writing communicative skill in academic and professional life of the learners. The basic idea is that students will learn content and language (particularly the more sophisticated language needed for academic tasks) more effectively by using learning strategies. The strategies of learning a language (L1/L2) is an interdisciplinary field of linguistics, involving, among other disciplines, applied linguistics, psycholinguistics, sociolinguistics, language education, sociolinguistics, etc. It seeks to investigate and understand the various Cognitive, Meta-cognitive and Affective strategies which learners employ in order to help them learn a language. On completion the course successfully, students are expected to:

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

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## **Course Name: Listening & Speaking1**

**Course Code: ENGL 112**

**Level: 2**

**Credit Hours: 3**

### **Course Description**

This course aims primarily to train students to develop good and effective speaking and listening skills. They will be trained to speak and listen actively and effectively for different purposes and in different social contexts. A wide range of speaking and listening strategies will be continuously described and emphasized throughout the course. English is a global language and students will be exposed to a variety of native and nonnative English accents. What is more, they will be trained to speak clearly, expressively and intelligibly to a wide range of English speakers and users (of various accents and cultural backgrounds). The course utilizes vast and varied audio and video-taped materials (multimodal materials) taught with a view to integrate listening and speaking with other major language skills (reading and writing). The Videos and audios will particularly help to train students on stress and connected speech features (intonation, assimilation, rhythm, etc.).

Additionally, A wide range of speaking tasks have been designed which engaged the learners in individual speaking, dialogues in pairs, group discussions and role-play. Focus is also on preparing the students for language proficiency tests such as IELTS and iBT TOEFL tests.

Instructors are required to keep updated and to be context-sensitive, flexible, dynamic and to vary both teaching and evaluation strategies (integrating teaching and testing). Although the *Interactions* series is currently used in the course, this can change or may be supplemented by any other materials (materials selection or collation depends largely on the course philosophy, aims and outcomes).

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## **Course Name: Listening and Speaking 2**

**Course Code: ENGL 212**

**Level: 4**

**Credit Hours: 3**

### **Course Description**

The main purpose of the course is to train the students to develop their speaking and listening skills so that at the end of the course they will be able to handle specific communicative tasks. The focus of the course will be on practical language use. Every student will perform these tasks numerous times within the class. Extensive use will be made of audio and visual materials to train the students to listen to language used in different situations. Intonation drills will be covered so that students can produce language that approximates native language rhythms. Notes-taking, developing outlines from lecturers and conversations and then using them while speaking also form a cardinal part of this course.

## Course Name: Methods, Approaches and Strategies of Language Teaching

Course Code: ENGL 426

Level: 9

Credit Hours: 3

### Course Description

The course introduces students to the principles of teaching English as a second or foreign language. It traces the development of the various English language teaching methodologies in the 20<sup>th</sup> and 21<sup>st</sup> centuries to evaluate, analyze and possibly apply them in teaching English appropriately and effectively in the primary, intermediate and secondary schools. The course is organized around several modules or units. The first module provides an overview of language teaching methodology listing definitions of key concepts such as methodology, approach, method, strategy, curriculum/syllabus and techniques. The second and third modules take a more specific approach (as will be detailed in the list of topics).

Students will be acquainted with the following teaching methods developed over the past century: *Grammar-Translation*, *The Direct Method*, *The Audio-lingual Method* (the link of these two Contrastive Analysis and Behaviourism will be discussed), *Communicative Language Teaching* (the link to Dell Hymes' Theory of Communicative Approach will be explained and discussed), *The Cognitive Approach* (*The Silent Way*, *the Natural Approach* and *Krashen's Monitor Model* (with the link to Chomsky's cognitive theory will be discussed), *Comprehension Approach* and *the Total Physical Response*, *Sociocultural Approaches: Interactive and Discourse Analysis Approaches* (discussing their origin in Vygotsky's Theory), *The Humanistic Approach* and *Suggestopedia /Desuggestopedia*, *Situational Methods*, *Immersion Method*, etc. Additionally, postmethod as the most recent approach will be presented and discussed. Taking a practical approach, the course will also survey different strategies and techniques of teaching the four skills: Listening and Speaking, Reading and Writing along with techniques of teaching vocabulary and grammar (as for grammar the historical debate along with the theory of Focus-on-Form will preferably be discussed), *Micro-teaching Method and Techniques*, etc.

Methods of teaching this course will adopt flexibility, variation and practicality (e.g. using micro-teaching and peer teaching techniques which will be introduced as both a method of language teaching and a technique of training adopted in this course).

**Course Name: Morphology**

**Course Code: ENGL 314**

**Level: 6**

**Credit Hours: 3**

## Course Description

**Defining the subject area:** Morphology is the sub-branch of linguistics which studies the structure of words and word-formation processes.

This course purports to provide students with:

1. A working knowledge of word structure and word-formation processes (roots, bases and stems, prefixing/infixing/ circumfixing, morpheme/allomorph, lexicon, mental dictionary, inflectional/grammatical vs. derivational/lexical morphology, lexical gaps/neologisms, etc.).
2. A basic understanding of a variety of word-formation processes (compounding, blending, back-formations, pullet surprises, reduplications, eponyms, clippings, acronyms, abbreviations, etc.).
3. Skills to analyses and use English words effectively and creatively in speaking and writing.
4. Ability to argue intelligently and soundly and to think critically, analytically and innovatively with and about language (e.g. lexical gaps and neologisms)

**Methods:** Instructors may use a wide range of methods including: lecturing, class seminars/presentations, response papers, peer-teaching, etc.

**Assessment:** Instructors are encouraged to combine both traditional and modern methods of assessment (testing, quizzes, response papers, etc.).

## Course Name: Practical Phonetics

Course Code: ENGL 292

Level: 2

Credit Hours: 3

### Course Description

This course is the first of a series of two courses in the department NEW Course PLAN that are prescribed for the study and practice of English sounds (the other one being: *ENGL 312 Phonetics and Phonology*). As such, it assumes no previous background in Phonetics and Linguistics, and aims primarily at training students to both pronounce and understand the fundamentals of English pronunciation (along with the basics of the science of human speech sounds: Phonetics), effectively and intelligibly.

With this two-fold purpose in mind, the course introduces students to the fundamentals of Phonetics; the scientific study of human speech sounds). Students will study the rudimentary concepts and terms of Phonetics. They will be introduced to the three main branches of Phonetics: Articulatory Phonetics, Acoustic phonetics and auditory phonetics). Focusing on Articulatory Phonetics, the courses explain how sounds are articulated in terms of place of articulation, manner of articulation and the condition of the vocal cords (voiced vs. voiceless sounds). They will also know the international system of phonetic transcription (IPA) with preferably the latest versions. English vowels (Vowel Chart) and consonants will be described and transcribed. These fundamentals along with the more advanced concepts and theories of phonemic analysis, syllabic analysis, and connected speech characteristics will be taken up in further details in the next related course *ENGL 312 English phonetics and Phonology*).

Since the course will take a practical stance, students will be trained to pronounce correctly and intelligibly English sounds at both the segmental and supra-segmental levels: English vowels, diphthongs, consonants, syllable, stress and intonation. The use of both paper and electronic dictionaries to know the pronunciation of English words, will be practiced (including of course phonetic transcription). Despite the natural overlaps with the next course, Suprasegmentals from Syllable to Intonation, will not be **theoretically** studied in any significant degree in this course and will be left to be studied thoroughly in *ENGL 312 English Phonetics and Phonology*.

**Course Name: Principles of Literary Criticism**

**Course Code: ENGL 221**

**Level: 5**

**Credit Hours: 3**

**Course Description**

This course aims to introduce the main ideas, concepts, principles and methods of literary criticism. It first surveys the history of literary criticism's movements and approaches since the Greeks and Romans up to the late 19<sup>th</sup> and the early 20<sup>th</sup> centuries. The most prominent figures and the seminal works of criticism across this long period will be briefly surveyed. (Plato (The Republic), Aristotle (Poetics), Horace, Longinus, Sidney, Dryden, Pope, Samuel Johnson, Wordsworth, Coleridge, Shelley, Matthew Arnold, Jakobson, Bakhtin, C. Brooks...).

Based on the idea that literary criticism has always been closely related to literary practice and that literary criticism develops in connection to literary writing, shapes it and is in turn shaped by it, the historical study will be combined with an aesthetical approach that focuses on particular literary movements, concepts and practices. We will particularly study the practice of Romantic writing as a literary trend in relation to Romantic criticism (Wordsworth, Coleridge and Shelley), and Victorian Criticism (Matthew Arnold's Touchstone Method...) in relation to Victorian literary writing.

The teaching methodology will mainly use lecturing, class discussions, seminars, and participation of students with oral presentations. As to evaluation, it will include quizzes, tests, one mid-term exam, written assignments, term projects and oral presentations.

**Course Name: Psycholinguistics**

**Course Code: ENGL 427**

**Level: 9**

**Credit Hours: 2**

**Course Description**

Psycholinguistics is an interdisciplinary branch of linguistics which investigates the psychological aspects of language acquisition, production, perceptions and use. As such, it combines knowledge, methods and practices from a variety of fields some of which emerged out of psycholinguistics per se: linguistics, psychology, cognitive science, philosophy, Biolinguistics, Neurolinguistics, speech pathology and clinical linguistics, etc. The course will outline the basic ideas, theories, terms and methods of psycholinguistics. In particular, it will take into more detail issues like developmental psycholinguistics; language acquisition and learning theories (first and second); language processing (language and the brain), clinical linguistics(speech pathology and language disorders, the psychological aspects of grammar and syntax, lexicon, semantics and meaning, text and discourse cognition and processing, language and thought, language evolution, some issues and practices in experimental and applied psycholinguistics, etc. Some new perspectives and methods in the field are preferably also touched on.

Instructors will use a variety of methods and strategies: lecturing, class presentations, group discussions, projects, assigned readings and response papers, etc. In addition, evaluation will be varied. Materials may be collected from various sources, although a specific textbook can also use, if deemed comprehensive enough to include all the course items.

## **Course Name: Reading and Vocabulary Building 2**

**Course Code: ENGL 123**

**Level: 3**

**Credit Hours: 3**

### **Course Description**

The focus of this module is to improvise the reading skills that the learners have acquired in the preliminary reading courses. The learners will be exposed to a variety of English texts to comprehend the meanings and ideas. The strategy will be to remove scaffolding gradually and lead the students to autonomous reading comprehension. Since vocabulary is a key factor in better reading, the students will be exposed to blocking vocabulary for decoding meanings, identifying forms and the usages in academic career. Activating prior knowledge allows students to tap into what they already know, building on this knowledge, and stirring a curiosity for more knowledge. Hence, pre-reading will involve skimming, guessing meaning and predicting meaning. Interactive reading aims to equip the learners with gist reading, reading for specific details and inferring ideas etc. Post-reading activities will be selected for the learners to develop analytical acumen and critical thinking by means of quizzes, summary writing, outlining, collaborative reading activities and creative testing.

With a major thrust on academic reading skill, the course also aims to flow into integrated skills. Reading activities will also engage the learners in productive skills to demonstrate the knowledge and information acquired as such.

**Course Name: Reading 3**

**Course Code: ENGL 213**

**Level: 4**

**Credit Hours: 3**

### **Course Description**

The focus of this module is on Reading Skills and Strategies, Building Vocabulary and Study Skills, Testing. These concentrations are carried over by providing students with new essays and questions that will enable them to gauge and improve their reading comprehension. Vocabulary, critical thinking skill-building and inferential comprehension activities provide the opportunity to practice necessary skills for standardized testing. Three hours a week are dedicated to teaching this course. This course is tailored to develop students' abilities to read, analyze and criticize various long texts. Students will practice some traditional reading skills such as skimming and scanning. Various topics will be discussed and analyzed.

Students will be asked to identify the writer's stance or attitude towards the content of each passage they read. In addition to that, they are highly encouraged to express their opinions on and attitudes towards the topics discussed in the classroom. Moreover, they are highly motivated to spark their imagination to discuss and write about some topics they read such as imagining they are writing a résumé and to apply the techniques they learn on how to write a successful résumé.

Students are highly encouraged to interact with each other in some activities which motivate group-work. This will develop their skills to listen to each other and instigate their tendency to negotiate and persuade others of their viewpoints.

**Course Name: Research Methods**

**Course Code: ENGL 411**

**Level: 7**

**Credit Hours: 3**

**Course Description**

The course introduces students to the fundamental concepts, principles, terms, theories and applications of research methods. The various stages of research will be introduced and discussed: Problem Statement, Research Questions / Hypotheses, Theoretical framework, Review of Literature, Data collection, Data Analysis, Findings and Discussion, Summary, Recommendations, Conclusions and References. It will be emphasized that these stages and parts of the research process are cyclical rather than linear. The differences between the various research designs Quantitative, Qualitative and Mixed Methods will be explained and discussed. Referencing and citations conventions will also be particularly pointed out.

The course will combine theory and practice throughout the term and students will be given an opportunity to write a research proposal, conduct a small-scale research project and write it up (instructors should always bear in mind that this is an introduction to research for EFL, B.A. students not M.A. or Ph.D. ).

Variation and flexibility are encouraged in the process of course book/ materials selection, instruction and evaluation.

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## **Course Name: Second Language Acquisition**

**Course Code: ENGL 225**

**Level: 4**

**Credit Hours: 3**

### **Course Description**

Second Language Acquisition (SLA) is a course designed for undergraduates at the college of Education at Majmaah University. SLA is an interdisciplinary sub-branch of applied linguistics which investigates the theories, concepts, nature, strategies and problems of acquiring and learning second/foreign languages. The study of SLA aims, among other things, to provide students with necessary steps and strategies that help them understand and acquire second languages. The course examines second language acquisition from a variety of perspectives: linguistic, psychological, social, cultural, educational, cognitive, etc. This will include, among others, Behaviourist and Mentalist theories, Acculturation and Socio-cultural perspectives, Krashen's Monitor Theory (and his acquisition-learning distinction), Innateness and Universal Grammar, Interaction Hypothesis, Input and Output Hypotheses, etc. What is more, related issues such as Native-Nonnative, Monolingualism-Bilingualism, etc., will be touched on as the course proceeds. The processes and strategies of learning language skills may particular more emphasis drawing on some local or world practices.

In addition, the course will also highlight the new and most recent trends in SLA theory and practices. Flexibility, practicality and interdisciplinarity are all highly recommended in the philosophy of teaching this course.

## **Course Name: Semantics and Pragmatics**

**Course Code: ENGL 412**

**Level: 8**

**Credit Hours: 3**

### **Course Description**

This course combines both Semantics and Pragmatics (meaning in language and meaning use and context). The course structure consists of two major modules (Module 1 Semantics) and (Module 2 Pragmatics), but will be approached integratively and interdisciplinarily.

#### ***Module 1 Semantics:***

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

Students will get acquainted with the central ideas, theories, terms, approaches, debates/controversies and questions in the field of semantics. The study of semantics can be taken from a range of different approaches. Major among these are: Sense & Reference, Referential theory, Conceptual theory, Componential Analysis, role of context (contextual theory of meaning), Original & Connotational meaning, Generative semantics, the interdisciplinary approach to meaning (psychology, philosophy, anthropology, etc), lexical semantics and relational semantics (hyponymy, homonymy, polysemy synonymy, antonyms, idioms/catch/set phrases, metonymy, etc) and semantic fields. In addition, this unit can also tackle theories of word/sentence meaning. A multi-faceted approach to the complex questions of meaning is highly recommended. The relationship between Semantics and Pragmatics is also outlined and discussed paving the way to the second module of the course which will be devoted to discussing Pragmatics and noting the many interrelationships, controversies and overlaps.

**Course Name: Sociolinguistics**

**Course Code: ENGL 325**

**Level: 7**

**Credit Hours: 3**

**Course Description**

Sociolinguistics is an interdisciplinary branch of linguistics which deals with all aspects of the interrelationships between language and society. As such, it shares several boundaries with neighboring fields such as Discourse Analysis, Pragmatics, Sociology, Anthropology, etc. Although there is a lot of interrelations and overlaps, each of these sub-disciplines, has its own interests and perspectives.

This course aims to acquaint students with the central theories, approaches, ideas, terms and methods of Sociolinguistics. Among the many topics that could be covered in this course are: language variation, dialect, sociolect, idiolect, jargon/ argot, taboo and euphemism, pidgins and creoles, code-choice and code –switching, speech acts, addressing, and politeness. In addition it will include common sociolinguistics issues such as: language and gender, language and thought / culture, language and politics, ethnicity, power and ideology, Discourse Practices/Orders, and some particular Conversational Analysis issues.

New trends in sociolinguistics should also be addressed in the course (e.g. the role of technology in current sociolinguistic research, Community of Practice, etc.).

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## **Course Name: Special Topics in Translation and Interpretation**

**Course Code: ENGL 415**

**Level: 7**

**Credit Hours: 3**

### **Course Description**

This course focuses on specific topics in translation and interpretation that the students are supposed to be well acquainted with before starting their practical life after graduation. Students will be exposed to political, economic, media, conference and legal terminology. The course is helping them to encounter various topics and to deal with the difficulties and challenges that they might face in their practical life as translators and interpreters.

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**Course Name: Writing 1**

**Course Code: ENGL 114**

**Level: 2**

**Credit Hours: 3**

### **Course Description**

Different types of paragraphs will be introduced, compared and practiced on. In particular, descriptive, process, opinion and narrative paragraphs will be emphasized. In addition, students will particularly practice argumentation and persuasion strategies, comparing and contrasting along with discussing techniques in writing (all contributing to critical thinking through critical writing). Furthermore, modern and postmodern techniques of writing including how technology has influenced writing, writing and identity and writing and culture will preferably be touched on.

Students will be constantly reminded that writing is a continuous process of rewriting and redrafting and that is what most good writers actually do. They should also be taught to avoid bad writing habits/techniques such as verbosity, repetition, vagueness and rambling through a text. Punctuation as an important part of the mechanics of writing will continuously be emphasized throughout the course.

**Course Name: Reading 1**

**Course Code: ENGL 113**

**Level: 2**

**Credit Hours: 3**

### **Course Description**

The aim of this course is to provide students with a good fundamental training on reading and vocabulary strategies and skills. The text reading strategies that will be focused on, include (but not limited to): common cognitive and metacognitive strategies, skimming, scanning, utilizing both linguistic and social context to interact more effectively with the text, using schema(background knowledge), making use of Intertextuality (the idea that texts largely shape and are constantly being shaped by other texts), text analysis strategies, discourse analysis strategies, summarizing, problematising the topic (creating questions about it), explanation, modeling, scaffolding, etc.

Fundamental vocabulary learning strategies will be emphasised in the course. Both intentional/direct and incidental/indirect vocabulary strategies will be catered for (again including but not necessarily limited to): guessing strategies, word association, background knowledge, word consciousness, glossing strategies, morphological and semantic analysis/mapping of words, definitions, dictionary use strategies, social strategies, multimodality, etc.

Instructors are required to vary both instruction and evaluation strategies in the course, collating or selecting materials that can best actualize the course aims, objectives and rationale (for some practical purposes instructors may draw on any materials from the INTERACTIONS series).

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**Course Name: Writing 2**

**Course Code: ENGL 214**

**Level: 4**

**Credit Hours: 3**

### Course Description

This advanced course aims at developing writing communicative skill in academic and professional life of the learners. Writing arguments and making analysis of various phenomena will afford the students to demonstrate their ability in generating and synthesizing ideas with certain amount of critical thinking and creativity. At the same time, they will not only learn how to make written communication within an organization (Memo Writing), but also acquire the capability of communicating with the parents of the students as professional teachers. Besides, developing an effective CV with a cover letter is an integral part of this course.

There is a parallel interactive activity – a diagnostic assignment or a project - in which each student or a group of students may choose a focused learner from intermediate or secondary school. A short test and a questionnaire will be used as tools to gather data about the focused learner's proficiency in English, on the one hand, and to evaluate his perception and motivation, on the other. On the basis of this data, they will write a report ranging from 700 to 1000 words, suggesting remedies for the problems of the focused learner. The rationale behind this segment of the course is to engage these students in writing a small scale research that involves exploiting various resources such as research methods, research tools, web sites and APA referencing (in-text citations and references), paraphrasing, editing and proofreading.

The course instructor may select, adapt, reject, collate or supplement material to meet the requirements of the course. The process of instruction and evaluation will also be dynamic, varied and context-dependent.

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## Course Name: Introduction to Translation

Course Code: **ENGL 224**

Level: **5**

Credit Hours: **2**

### Course Description

This course is part of a series of four courses constituting together the translation component of the new Department Study Plan (*the other courses are: ENGL 315 Advanced Translation, ENGL 324 Computer-aided Translation and ENGL 415 Special Topics in Translation and Interpretation*). As such, it is intended to introduce students to the fundamentals of Translation Studies paving the students' way to the subsequent much more advanced courses of translation. Students will be familiarised with a diverse range of translation concepts, theories, approaches and terms: Translation and Translation Studies, Translation and Linguistics, Fundamental Theories of Translation, Translation Types, Strategies and Methods, Forms of Translation studies (*e.g. product-based, process-based, function-based translation studies, other approaches, etc.*), Translation and Meaning, Translation vs. Interpretation, Translation and Pragmatics, Back-translation, Translation and Technology, Common Problems of Translation (*e.g. the problem of equivalence vs. variations, ambiguity, untranslatability, culture-bound expressions/texts, etc.*) (these problems will also be taken up further in *ENGL 415 Special Topics in Translation and Interpretation*). For more awareness of these problems and challenges, students will be involved in a range of practical translation tasks (English into Arabic and Arabic into English) with a view to linking theory with practice. In addition, the course will discuss the qualities of a good translator (*what does a good/competent translator need to know?*) alongside some new trends in translation such as *collaborative translation, crowdsourcing translation and scanlation* (the latter forms will also be taken up further in *ENGL 324 Computer-aided Translation*).

Among its many aims, this introductory course to translation will help students improve their language skills (esp. writing, reading along with listening and speaking (the latter two skills will particularly be needed for interpretation)).

Variation, flexibility and up-to-datedness are recommended in all aspects of the course including textbook selection, instruction methods and evaluation of students' performance.