

مشروع بناء وقياس مخرجات تعلم البرامج الأكاديمية بجامعة المجمعة

برنامج اللغة الإنجليزية
كلية العلوم والدراسات الإنسانية بالغاظ

Template for Building academic Program Learning Outcomes at Majmaah University

1. Program Mission:

The program mission is to provide quality educational services to the undergraduates to experience learning success in English language and Applied Linguistics.

2. Program Goals:

- Preparing and training competent graduates to cater for the job market needs in the field of English Language and Applied Linguistics, Translation and Literature (including but not limited to: Linguists and Applied Linguists, EFL Teachers, Translators, Journalists, Diplomats, University Teaching Assistants, Language Counselors and Consultants, Language Policy-makers and Planners, etc.
- Producing fluent speakers, good writers, thoughtful readers and critical thinkers.
- Enriching academic research in the domains of English language and Literature, Descriptive and Applied Linguistics, Translation and Socio-cultural Studies.
- Providing community services in terms of general proficiency and ESP English language courses, diplomas, public lectures, social activities, visits and tours, particular consciousness-raising campaigns, etc.
- Keeping both students and faculty members abreast of the latest academic and professional developments in the fields of Linguistics, Applied Linguistics, EFL, Literature and Criticism, Translation, etc.
- Fostering an academic and social environment in which students can develop good critical and creative skills and become autonomous and life-long learners.
- Providing quality education for the students enrolled in the program.
- Recruiting highly experienced qualified and professionally sound faculty members for the sake of imparting quality education in a technology ridden environment.

3 .Relationship between Program Mission and Goals and the Mission and Goals of the Institution/College.

The program mission and goals are fully compatible with the Mission and Goal of the College and the Institution.

4. Graduate Attributes:

- Independent/Confident
- Committed
- Curious/inquisitive
- Creative/innovative
- Motivated
- Expert in interpersonal skills/teamwork
- Technologically sound

5. Program learning Outcomes*

Knowledge :

K1	Outline the main tenets, principles, methods and strategies in the fields of English Language and Literature, Linguistics and Translation.
K2	Describe the relationship among linguistic theories and the recent trends in English Language, Literature and Translation.
K3	Get acquainted with latest developments in the fields mentioned in (K1), research, learning and teaching strategies.
K4	Demonstrate workable knowledge of professional and educational norms and rules, and the way these can be developed and updated.
K5	Exhibit (by writing or speaking) basic knowledge of Discourse and Textual Analysis.

Skills

S1	Apply the principles and methods of evaluation from different resources in the domains of English language, Linguistics, Literary Criticism and Translation.
S2	Use critical thinking skills, problem -solving techniques and strategies in all the fields outlined in (S1).
S3	Write reports, response and research papers using knowledge and expertise gained from the courses of the programme.
S4	Utilize educational technology in the domain of all the fields outlined in (S1).
S5	Acquire good translation skills (from English into Arabic and vice versa)

Competence

C1	Act responsibly and judiciously in both professional career and personal interrelationship making use of knowledge and experience gained from programme.
C2	Show ability to undertake team and inter-team work and take initiatives to study relevant cases (dependent and interdependent skills).
C3	Demonstrate self and career development strategies in the domain of English language, Applied Linguistics, Translation, Literature and Criticism.
C4	Comply with academic and professional ethics both individually and collectively.

2- . Program learning Outcomes Mapping Matrix

1.  Align the program learning outcomes with program courses, according to the following desired levels of performance (**I = Introduced P = Practiced M = Mastered**)

Course code & No.	Program Learning Outcomes												
	Knowledge					Skills				Competence			
	K1	K2	K3	K4	K5	S1	S2	S3	S4	C1	C2	C3	C4
ICENG 001	I	I	I	I		I	P	I	P	I	P	I	I
ENGL 111	I	P	I	I		P	P	I	P	P	P	P	I
ENGL 112	I	P	I	I		P	P	I	P	P	P	P	I
ENGL 113	I	P	I	I		P	P	I	P	P	P	P	I
ENGL 114	I	P	I	I		P	P	I	P	P	P	P	I
ENGL 121	I	P	I	I	I	P	P	I	P	P	P	P	I
ENGL 122	I	P	I	I	I	P	P	I	P	P	P	P	I
ENGL 123	I	P	I	I	I	P	P	I	P	P	P	P	I
ENGL 124	I	P	I	I	I	P	P	I	P	P	P	P	I
ENGL 211	I	P	I	I	I	P	P	I	P	P	P	P	I
ENGL 212	I	P	I	I	I	P	P	I	M	P	P	P	I
ENGL 213	I	P	I	I	I	P	P	I	M	P	P	P	I
ENGL 214	I	P	I	I	I	P	P	I	M	P	M	P	I
ENGL 215	I	P	I	I	I	P	P	I	M	P	M	P	I
CS 101	I	P	P	P	I	P	P	P	M	P	M	P	I
ENGL 221	I	P	P	P	I	P	P	P	M	P	M	P	P
ENGL 222	I	P	P	P	I	P	P	P	M	P	M	P	P
ENGL 223	I	P	P	P	I	P	P	P	M	P	M	P	P
ENGL 224	I	P	P	P	I	P	P	P	M	P	M	P	P
ENGL 225	I	P	P	P	I	P	P	P	M	P	M	P	P
ENGL 311	I	P	P	P	I	P	P	P	M	P	M	P	P
ENGL 312	I	P	P	P	I	P	P	P	M	P	M	P	P
ENGL 313	I	P	P	P	I	P	P	P	M	P	M	P	P
ENGL 314	I	P	P	P	I	P	P	P	M	P	M	P	P
ENGL 315	I	P	P	P	M	P	P	P	M	P	M	P	P
ENGL 316	I	P	P	P	P	P	P	P	M	P	M	P	P
ENGL 321	I	P	P	P	P	P	P	P	M	P	M	P	P
ENGL 322	I	P	P	P	P	P	P	P	M	P	M	P	P
ENGL 323	I	P	P	P	P	P	P	P	M	P	M	P	P
ENGL 324	I	P	P	P	M	P	P	P	M	P	M	P	P
ENGL 325	I	P	P	P	P	P	P	P	M	P	M	P	P
NS 101	I	P	P	M	P	P	P	M	M	P	M	P	M
ENGL 411	I	P	P	M	P	P	P	M	M	P	M	P	M
ENGL 412	I	P	P	M	P	P	P	M	M	P	M	P	M
ENGL 413	I	P	P	M	P	P	P	M	M	P	M	P	M
ENGL 414	I	P	P	M	P	P	P	M	M	P	M	P	M
ENGL 415	I	P	P	M	P	P	P	M	M	P	M	P	M
ENGL 416	I	P	P	M	P	P	P	M	M	P	M	P	M
ENGL 421	I	P	P	M	P	P	P	M	M	P	M	P	M
ENGL 422	I	P	P	M	M	P	P	M	M	P	M	P	M
ENGL 423	I	P	P	M	P	P	P	M	M	P	M	P	M
ENGL 424	I	P	P	M	P	P	P	M	M	P	M	P	M
ENGL 425	I	P	P	M	P	P	P	M	M	P	M	P	M
ENGL 426	I	P	P	M	P	P	P	M	M	P	M	P	M
ENGL 427	I	P	P	M	P	P	P	M	M	P	M	P	M
ENGL 428	I	P	P	M	P	P	P	M	M	P	M	P	M

Grammar and Sentence Writing 1 (ENGL111)

Learning Outcomes		Code of learning Outcome in the Program
1. Knowledge		
1.1	Expressing themselves in good English orally and writing.	K5
1.2	Using correctly and purposively all the grammatical items presented in the course: English verb tenses, auxiliaries (be, have and do), modals, nouns (count, noncount, etc.), adjectives, adverbs, prepositions, intensifiers, modifiers, comparatives and superlatives, possessives, conditionals, etc.	K1
1.3	Exposing students to open-ended communicative task for both speaking and writing.	K5
1...	<p>1. Distinguish between the following while communicating effectively and purposively:</p> <p><i>Present vs. Present Progressive Tenses</i> <i>Present vs. Past Tenses</i> <i>Past and Past Progressive Verb Forms</i> <i>Present, Past vs. Present Perfect Tenses</i></p>	K2
	Expressing themselves in good English orally and writing.	K5
2. Skills		
2.1	Ability to think critically and analytically making use of the knowledge of the rules of grammar.	S1
2.2	Identifying and using English nouns correctly and meaningfully.	S2
2.3	Using comparatives and superlatives correctly and appropriately.	S2
2...	Applying different communicative approaches to the study of basic grammar and writing	S1
	Use English punctuation correctly.	S1

3.Cometence			
3.1	Use of task- based grammatical activities.		C1
3.2	Use of PowerPoint and laptop – projector systems		C3
3.3	Use of communicative drills.		C2
3...	Experience predicting skills.		C1

4. Teaching and Evaluation

Code	Learning Outcomes	Teaching Strategies	Methods of Evaluation
1.0	Knowledge		
1.1	Expressing themselves in good English orally and writing.	<ul style="list-style-type: none"> - Class discussion - Communicative drills - Collaborative learning/Team work - Use predicting skills - Regular homework 	<ol style="list-style-type: none"> 1. Class participation 2. Quizzes 3. Class presentations based on outside reading about the grammar activities to be covered 4. Midterms/objective type questions 5. Home Assignments 6. Final written exam
1.2	Using correctly and purposively all the grammatical items presented in the course: English verb tenses, auxiliaries(be, have and do), modals, nouns(count, noncount, etc.), adjectives, adverbs, prepositions, intensifiers, modifiers, comparatives and superlatives, possessives, conditionals, etc.	<ul style="list-style-type: none"> - Class discussion - Communicative drills - Collaborative learning/Team work - Use predicting skills - Regular homework 	<ol style="list-style-type: none"> 1. Class participation 2. Quizzes 3. Class presentations based on outside reading about the grammar activities to be covered 4. Midterms/objective type questions 5. Home Assignments 6. Final written exam
..	Exposing students to open-ended communicative task for both speaking and writing.	<ul style="list-style-type: none"> - Class discussion - Communicative drills - Collaborative learning/Team work 	<ol style="list-style-type: none"> 1. Class participation 2. Quizzes 3. Class presentations based on outside reading

		<ul style="list-style-type: none"> - Use predicting skills - Regular homework 	<p>about the grammar activities to be covered</p> <ol style="list-style-type: none"> 4. Midterms/objective type questions 5. Home Assignments 6. Final written exam
	<p>2. Distinguish between the following while communicating effectively and purposively:</p> <p><i>Present vs. Present Progressive Tenses</i></p> <p><i>Present vs. Past Tenses</i></p> <p><i>Past and Past Progressive Verb Forms</i></p> <p><i>Present, Past vs. Present Perfect Tenses</i></p>	<ul style="list-style-type: none"> - Class discussion - Communicative drills - Collaborative learning/Team work - Use predicting skills - Regular homework 	<ol style="list-style-type: none"> 1. Class participation 2. Quizzes 3. Class presentations based on outside reading about the grammar activities to be covered 4. Midterms/objective type questions 5. Home Assignments 6. Final written exam
	Expressing themselves in good English orally and writing.	<ul style="list-style-type: none"> - Class discussion - Communicative drills - Collaborative learning/Team work - Use predicting skills - Regular homework 	<ol style="list-style-type: none"> 1. Class participation 2. Quizzes 3. Class presentations based on outside reading about the grammar activities to be covered 4. Midterms/objective type questions 5. Home Assignments 6. Final written exam
2.0	Skills		
2.1	Ability to think critically and analytically making use of the knowledge of the rules of grammar.	<ol style="list-style-type: none"> 1. Lectures / teaching students how to use Reading material 2. Class discussions / teaching students to think independently and engage in group discussions & practice 3. Individual meetings 	<ol style="list-style-type: none"> 1. Class participation 2. Presentations 3. Home Assignments 4. Midterms and exams 5. Group assignments

		with students/ encouragement of students to discuss paper topics outside the classroom with the instructor 4. Group / pair work will be encouraged.	6. Quizzes
2.2	Identifying and using English nouns correctly and meaningfully.	1. Lectures / teaching students how to use Reading material 2. Class discussions / teaching students to think independently and engage in group discussions & practice 3. Individual meetings with students/ encouragement of students to discuss paper topics outside the class room with the instructor 4. Group / pair work will be encouraged.	1. Class participation 2. Presentations 3. Home Assignments 4. Midterms and exams 5. Group assignments 6. Quizzes
..	Using comparatives and superlatives correctly and appropriately.	1. Lectures / teaching students how to use Reading material 2. Class discussions / teaching students to think independently and engage in group discussions & practice 3. Individual meetings with students/ encouragement of students to discuss paper topics outside the class room with the instructor 4. Group / pair work will be encouraged.	1. Class participation 2. Presentations 3. Home Assignments 4. Midterms and exams 5. Group assignments 6. Quizzes
	Applying different communicative approaches to the study of basic grammar and	1. Lectures / teaching students how to use Reading material 2. Class discussions /	1. Class participation 2. Presentations 3. Home

	writing	teaching students to think independently and engage in group discussions & practice 3. Individual meetings with students/ encouragement of students to discuss paper topics outside the class room with the instructor 4. Group / pair work will be encouraged.	Assignments 4. Midterms and exams 5. Group assignments 6. Quizzes
	Use English punctuation correctly.	1. Lectures / teaching students how to use Reading material 2. Class discussions / teaching students to think independently and engage in group discussions & practice 3. Individual meetings with students/ encouragement of students to discuss paper topics outside the class room with the instructor 4. Group / pair work will be encouraged.	1. Class participation 2. Presentations 3. Home Assignments 4. Midterms and exams 5. Group assignments 6. Quizzes
3.0	Competence		
3.1	Use of task- based grammatical activities.	1. Students are made aware of the significance of time management in teaching learning process 2. Discussions with students on reading rules and its usages 3. Individual counseling on writing difficulties 4. Group work and pair work that encourage the student	1. Active class participation reflects the students ability to keep up with the reading schedule effectively 2. The habit of doing homework will certify to the student's ability to fulfill assignments and respect deadlines 3. Performance on midterms and final

		to explain, discuss and defend his own ideas with hispeers.	exams are evidence of the student's ability to recollect andsynthesize information 4. Instructor's assessment of student's performance and seriousness during individual supervision hours
3.2	Use of PowerPoint and laptop – projector systems	<ol style="list-style-type: none"> 1. Students are made aware of the significance of time management in teaching learning process 2. Discussions with students on reading rules and its usages 3. Individual counseling on writing difficulties 4. Group work and pair work that encourage the student to explain, discuss and defend his own ideas with hispeers. 	<ol style="list-style-type: none"> 1. Active class participation reflects the students ability to keep up with the reading schedule effectively 2. The habit of doing homework will certify to the student's ability to fulfill assignments and respect deadlines 3. Performance on midterms and final exams are evidence of the student's ability to recollect andsynthesize information 4. Instructor's assessment of student's performance and seriousness during individual supervision hours
..	Use of communicative drills.	<ol style="list-style-type: none"> 1. Students are made aware of the significance of time management in teaching learning process 2. Discussions with students on reading rules and its usages 3. Individual counseling on writing 	<ol style="list-style-type: none"> 1. Active class participation reflects the students ability to keep up with the reading schedule effectively 2. The habit of doing homework will certify to the student's ability to fulfill assignments

		<p>difficulties</p> <p>4. Group work and pair work that encourage the student to explain, discuss and defend his own ideas with hispeers.</p>	<p>and respect deadlines</p> <p>3. Performance on midterms and final exams are evidence of the student's ability to recollect and synthesize information</p> <p>4. Instructor's assessment of student's performance and seriousness during individual supervision hours</p>
	<p>Experience predicting skills.</p>	<p>1. Students are made aware of the significance of time management in teaching learning process</p> <p>2. Discussions with students on reading rules and its usages</p> <p>3. Individual counseling on writing difficulties</p> <p>4. Group work and pair work that encourage the student to explain, discuss and defend his own ideas with hispeers.</p>	<p>1. Active class participation reflects the students ability to keep up with the reading schedule effectively</p> <p>2. The habit of doing homework will certify to the student's ability to fulfill assignments and respect deadlines</p> <p>3. Performance on midterms and final exams are evidence of the student's ability to recollect and synthesize information</p> <p>4. Instructor's assessment of student's performance and seriousness during individual supervision hours</p>

112 ENGL Listening and Conversation 1

Learning Outcomes	Code of learning Outcome in the Program
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3. Knowledge			
1.1	Enlist listening/speaking strategies		K.1
1.2	Identify main ideas and specific details from listening		K.2
1.3	Recognize stressed words		K.3
1...			
4. Skills			
2.1	Get meaning from the listening text		S.1
2.2	Speak for a purpose in various situations and contexts		S.2
2.3	Takes notes from the lectures and presentations		S.3
2...	Explain inferential meanings		S.4
3.Competence			
3.1	Record a dialogue in pairs.		C.1
3.2	Meet deadlines (of listening assignments and other tasks).		C.2
3.3			
3...			

4. Teaching and Evaluation

Code	Learning Outcomes	Teaching Strategies	Methods of Evaluation
1.0	Knowledge		
K.1	Enlist listening/speaking strategies	Presentation, discussion Online activities Listening to tracks	Observation, quizzes
K.2	Identify main ideas and specific details from listening	Exposure to online resources, presentations	Quizzes/tests/exams
K.3	Recognize stressed words	Pair/group work	Assignments/tests
2.0	Skills		
S.1	Get meaning from the listening text	Display on graphic organizers Charts/table Discussions	Observation/rubric
S.2	Speak for a purpose in various situations and contexts	PPP (Presentation-Practice-	Exams

		Production)/pair and group work	
S.3	Takes notes from the lectures and presentations	PPP Multimode Exposure to online resources	Rubric/Dropbox evaluation Exams
S.4	Explain inferential meanings	Group discussion Text reading activities	Quizzes, exams, observation
3.0	Competence		
C.1	Record a dialogue in pairs.	Guidance Groups discussions Data collection Interviews referencing	Observation Rubric
C.2	Meet deadlines (of listening assignments and other tasks).	Lecture	Being tough in deadlines.

113 ENGL Reading

Learning Outcomes			Code of learning Outcome in the Program
1. Knowledge			
1.1	Identify introduction and conclusion		K1
1.2	Identify ingredients of a paragraph and an essay		K2
1.3	Recognize the paraphrased main idea		K3
1...			
2. Skills			
2.1	Skim for gist reading		S1
2.2	Distinguish between main ideas and supporting details		S2
2.3	Scan a text for specific details and information		S3
2...	Determine the author's purpose		S4
3. Competence			
3.1	Making blogs		C1
3.2	Reading Hypertexts		C2

4. Teaching and Evaluation

Code	Learning Outcomes	Teaching	Methods of

		Strategies	Evaluation
1.0	Knowledge	Presentation, discussion	Observation, quizzes
1.1		Exposure to online resources, presentations	Quizzes/tests/exams
1.2		PPP (Presentation-Practice-Production)/pair and group work	Exams Rubric for evaluation of essays
..			
2.0	Skills	Display on graphic organizers Charts/table Discussions	Observation/rubric
2.1			
2.2			
..			
3.0	Competence	Blackboard (LMS) blogs Google blogs	Observation Rubric
3.1		Using internet resources	Assignments evaluation
3.2			
..			

114 Writing 1

Learning Outcomes		Code of learning Outcome in the Program
1. Knowledge		
1.1	The students will be able to recognize the stages of writing.	K.1
1.2	The students will be able to identify the topic sentence, supporting sentence and controlling ideas.	K.2
1.3	The students will be able to recognize the concepts of coherence and unity in a paragraph.	K.3
2. Skills		
2.1	The students will be able to differentiate between the topic and controlling idea.	S.1

2.2	The students will be able to write different kinds of paragraph taking into consideration the unity and coherence in the paragraph.		S.2
2.3	The students will be able to enrich their vocabulary through writing their personal opinions about different topics.		S.3
2.4	- The students will be able to apply different aspects of grammar and language functions.		S.4
3.Competence			
3.1	The students will be able to complete assignments in due time.		C.1
3.2	The students will be able to participate in class discussion and can think independently.		C.2
3.3	The students act responsibly in carrying out individual as well as group assignments.		C.3
3.4	The students will be able to communicate, listen, negotiate, and evaluate their strengths and weaknesses.		C 4
3.5	The students will be able to find out the solution for a problem or a situation with the help of self-guidance and their classmates.		C.5

4. Teaching and Evaluation

Code	Learning Outcomes	Teaching Strategies	Methods of Evaluation
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1.0	Knowledge		
K.1	The students will be able to recognize the stages of writing.	-Lectures. -Class discussion. -Communicative drills. -Use predicting skills. - Free practice / Control practice.	-Class participation. -Homework -Midterm and final exams. -Writing portfolio/Assignments.
K.2	The students will be able to identify the topic sentence, supporting sentence and controlling ideas.	-Lectures. -Class discussion. -Communicative drills. -Use predicting skills. - Free practice / Control practice.	-Class participation. -Homework -Midterm and final exams.
K.3	The students will be able to recognize the concepts of coherence and unity in a paragraph.	-Lectures. -Class discussion. -Communicative drills	--Homework -Midterm and final exams. -Writing portfolio/Assignments.
2.0	Skills		
S.1	The students will be able to differentiate between the topic and controlling idea.	-Lectures. -Class discussion. -Communicative drills. -Use predicting skills. -Free practice / Control practice	Class participation. -Homework. -Midterm and final exams.
S.2	The students will be able to write different kinds of paragraph taking into consideration the unity and coherence in the paragraph.	-Brainstorming. -Class discussion. -Individual counseling on writing difficulties. -Free practice / Control practice -Group work and pair work that encourage the student to explain discuss and defend his own ideas with his peers.	- Skill based guide/ graded communicative activities. -Homework -Midterm and final exams. -Writing portfolio/Assignments - A checklist and rubrics for evaluation.
S.3	The students will be able to enrich their vocabulary through writing their personal opinions about different topics.	-Brainstorming. -Class discussion. -Free practice / Control practice -Group work and	- Skill based guide/ graded communicative activities. -Homework

		pair work - Use predicting skills.	-Midterm and final exams. -Writing portfolio/Assignments.
S.4	- The students will be able to apply different aspects of grammar and language functions.	-Lectures. -PowerPoint presentations. - Use predicting skills. -Class discussion. -Communicative drills - Free practice / Control practice.	Class activities. -Exercises. -Midterm and final exams. -Writing portfolio/Assignments
3.0	Competence		
C.1	The students will be able to complete assignments in due time.	Making students aware of the significance of time management in teaching learning process by setting a due time as a deadline for the assignments.	-Assignments. - Homework will clarify student's ability to fulfill assignments and respect deadlines.
C.2	The students will be able to participate in class discussion and can think independently.	Asking students questions what they know as well as what they think.	-Exercises or tasks to assess the student attitude and behavior in learning. -Assignments.
C.3	The students act responsibly in carrying out individual as well as group assignments.	-Group work and pair work that encourage the student to explain discuss and defend his own ideas with his peers.	- Skill based guide/ graded communicative activities. -Homework.
C 4	The students will be able to communicate, listen, negotiate, and evaluate their strengths and weaknesses.	-Class discussion. -Group work and pair work.	- Skill based guide/ graded communicative activities. -Assignments.
C.5	The students will be able to find out the solution for a problem or a situation with the help of self-guidance and their classmates.	- Free practice / Control practice. -Asking students to figure out problems and identify solutions. -Giving a particular situation to use grammar in different	- Skill based guide/ graded communicative activities.

		social areas.	
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Communicative Grammar
ENGL 121

Learning Outcomes			Code of learning Outcome in the Program
1. Knowledge			
1.1	To teach communicative grammar		K1
1.2	Speak and write accurately for a variety of purposes in a wide range of contexts		K2
1.3	Use appropriate grammar and vocabulary to perform certain language functions related to establishing, maintaining and fostering and maintaining social relationships.		K1
1...	Become aware of grammatical structures and forms for expressing politeness in English.		K1
2. Skills			
2.1	Engage in informal conversational English for real-life communicative purposes, Explore different ways in which English grammar can be used for better writing.		S2
2.2	Speak about themselves, their		S2

	daily routines and their future plans.		
2.3	Explore different ways in which English grammar can be used for better writing.		S1
2...	Perform certain language functions using appropriate grammar and vocabulary.		S1
	Distinguish between tenses (e.g. past and present perfect).		S1
	Engage in informal conversational English for real-life communicative purposes, Explore different ways in which English grammar can be used for better writing.		S3
3.Competence			
3.1	Argue intelligently using grammatically correct forms.		C1
3.2	Write Scientific reports using appropriate grammatical forms.		C1
3.3	Converse effectively and accurately.		C3
3...			

4. Teaching and Evaluation

Code	Learning Outcomes	Teaching Strategies	Methods of Evaluation
1.0	Knowledge	Tests	Lecture, PPTS
1.1	To teach communicative grammar	Tests	Lecture, PPTS

1.2	Speak and write accurately for a variety of purposes in a wide range of contexts	Tests	Lecture, PPTS
..	Use appropriate grammar and vocabulary to perform certain language functions related to establishing, maintaining and fostering and maintaining social relationships.	Tests	Lecture
	Become aware of grammatical structures and forms for expressing politeness in English.	Tests	Lecture, PPTS
2.0	Skills		
2.1	Engage in informal conversational English for real-life communicative purposes, Explore different ways in which English grammar can be used for better writing.	Team work	Think-pair share
2.2	Speak about themselves, their daily routines and their future plans.	Team work	PPTs
..	Explore different ways in which English grammar can be used for better writing.	Dialoguereciting	Lecturing
	Perform certain language functions using appropriate grammar and vocabulary.	Individual assignments and group quizzes, tests and exams	Lecturing
	Distinguish between tenses (e.g. past and present perfect).	Role Plays	Collaborative Learning
3.0	Competence		
3.1	Argue intelligently using grammatically correct forms.	Problem solving questions	Presentations
3.2	Write Scientific reports using appropriate grammatical forms.	Problem solving questions	Presentations
..	Converse effectively and	Appreciate the	The use of

	accurately.	responsive students and encourage the slow learners to come forward and participate.	PowerPoint when giving presentations
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122 ENGL Practical Phonetics

Learning Outcomes		Code of learning Outcome in the Program
3. Knowledge		
1.1	Recall the IPA and compare with that of the Mother Tongue Language	K1
1.2	Differentiate the terms Phonetics & Phonology	K2
1.3	Practice the Phonetic Transcription for correct pronunciation	K4
1...		
4. Skills		
2.1	Apply the word Accentual rules properly	S1
2.2	Use the dictionary for correct pronunciation	S4
2.3		
2...		
3.Competence		
3.1	Communicate in English	C1
3.2	Demonstrate proper Intonation to make listener understand	C2
3.3	Validate with illustrations	
3...		

4. Teaching and Evaluation

Code	Learning Outcomes	Teaching Strategies	Methods of Evaluation
1.0	Knowledge		
1.1	Recall the IPA and compare with that of the Mother Tongue Language	lecturing	First –midterm Exam
1.2	Differentiate the terms Phonetics & Phonology	lecturing	First –midterm Exam
..	Practice the Phonetic Transcription for correct pronunciation	lecturing	First –midterm Exam
2.0	Skills		
2.1	Apply the word Accentual rules properly	Discussion	
2.2	Use the dictionary for		

	correct pronunciation		
..			
3.0	Competence		Oral presentations
3.1	Communicate in English	Presentations	
3.2	Demonstrate proper Intonation to make listener understand		
..			

Reading and Vocabulary Building2 (ENGL123)

Learning Outcomes			Code of learning Outcome in the Program
1. Knowledge			
1.1	Identify stated and unstated details		K5
1.2	Identify contents of the text for reading		K5
1.3	Recognize main ideas in the reading materials		K5
1...			
2. Skills			
2.1	Scan for specific details.		S1
2.2	Analyze essays or articles		S2
2.3	Take notes from the long and complex reading texts.		S2
2...	Summarize and draw conclusions		S3
3.Cometence			
3.1	Complete the project and compose a report		C2
3.2			
3.3			
3...			

4. Teaching and Evaluation

Code	Learning Outcomes	Teaching Strategies	Methods of Evaluation
1.0	Knowledge		
1.1	Identify stated and unstated details	Presentation, discussion	Observation, quizzes
1.2	Identify contents of the text for reading	Exposure to online resources,	Quizzes/tests/exams

		presentations	
..	Recognize main ideas in the reading materials	Pair/group work	Assignments/tests
2.0	Skills		
2.1	Scan for specific details.		
2.2	Analyze essays or articles		
..	Take notes from the long and complex reading texts.		
	Summarize and draw conclusions		
3.0	Competence		
3.1	Complete the project and compose a report	Guidance Groups discussions Data collection Interviews referencing	Observation Rubric
3.2			
..			

211 ENGL Introduction to Literature

Learning Outcomes		Code of learning Outcome in the Program
1. Knowledge		
1.1	Discuss the meaning of the word Literature. Outline some major concepts, themes, trends and genres in English Literature	K1
1.2	Talk/write about the intellectual and social issues relevant to understanding Literature.	K5
1.3	Improve students' reading and analytical skills by encouraging a close reading and understanding of individual literary pieces.	K4
1...		
2. Skills		
2.1	Think critically, creatively and analytically using knowledge and experience gained from the study of English literature.	S2
2.2	Compare and contrast different literary movements (e.g. Neo-classicism vs. romanticism; Romantic vs. Victorian Literature, Modern vs. Postmodern Poetry, etc.).	S1
2.3		
2...		
3. Competence		

3.1	Students can complete writing assignments in due time in collaboration with each other.	C3
3.2	Display cross-cultural tolerant views as a result of studying literature	C4
3.3	.	
3...		

4. Teaching and Evaluation

Code	Learning Outcomes	Teaching Strategies	Methods of Evaluation
1.0	Knowledge		
1.1	Discuss the meaning of the word Literature. Outline some major concepts, themes, trends and genres in English Literature	lecturing	First –midterm Exam
1.2	Talk/write about the intellectual and social issues relevant to understanding Literature.	lecturing	First –midterm Exam
..	Improve students' reading and analytical skills by encouraging a close reading and understanding of individual literary pieces.	lecturing	First –midterm Exam
2.0	Skills		
2.1	Think critically, creatively and analytically using knowledge and experience gained from the study of English literature.	Discussion	Quiz
2.2	Compare and contrast different literary movements (e.g. Neo-classicism vs. romanticism; Romantic vs. Victorian Literature, Modern vs. Postmodern Poetry, etc.).		assignments
..	Think critically, creatively and analytically using knowledge and experience gained from the study of English literature.		
3.0	Competence		Oral presentations
3.1	Using electronic/web-based test data bases in the context of literature.	Presentations	
3.2	Using multimedia in	Lecturing,	

	studying new trends in English and world literature.	Discussion, Student data projector presentation	
..	Using electronic/web-based test data bases in the context of literature.		

Listening & speaking 2 212 ENGL

Learning Outcomes			Code of learning Outcome in the Program
1. Knowledge			
1.1	Identify main ideas and specific details		K1
1.2	Recognize true and false statements		K2
1.3	Identify language functions		K3
1...			
2. Skills			
2.1	Pragmatic understanding of opinion		S1
2.2	Taking notes during listening passages		S2
2.3	Making inferences when listening to informal conversation and listening passages		S3
2...	Explain speaker's feelings and intentions		S4
3. Competence			
3.1	Making blogs		C1
3.2	Practice online listening/speaking tests		C2

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4. Teaching and Evaluation

Code	Learning Outcomes	Teaching Strategies	Methods of Evaluation
1.0	Knowledge	Presentation, discussion Online activities Listening to tracks	Observation, quizzes
1.1		Exposure to online resources, presentations	Quizzes/tests/exams

1.2		Pair/group work	Assignments/tests
..			
2.0	Skills	Display on graphic organizers Charts/table Discussions	Exams Rubric for evaluation of essays
2.1		PPP (Presentation-Practice-Production)/pair and group work	Rubric/Dropbox evaluation Exams
2.2		Group discussion Text reading activities	Quizzes, exams, observation
..			
3.0	Competence	Blackboard (LMS) blogs Google blogs	Observation Rubric
3.1		Using internet resources	Assignments evaluation
3.2			
..			

213 ENGL Reading

Learning Outcomes		Code of learning Outcome in the Program
1. Knowledge		
1.1	Identify introduction and conclusion	K1
1.2	Identify ingredients of a paragraph and an essay	K2
1.3	Recognize the paraphrased main idea	K3
1...		
2. Skills		
2.1	Skim for gist reading	S1
2.2	Distinguish between main ideas and supporting details	S2
2.3	Scan a text for specific details and information	S3
2...	Determine the author's purpose	S4
3. Competence		

3.1	Making blogs		C1
3.2	Reading Hypertexts		C2

4. Teaching and Evaluation

Code	Learning Outcomes	Teaching Strategies	Methods of Evaluation
1.0	Knowledge	Presentation, discussion	Observation, quizzes
1.1		Exposure to online resources, presentations	Quizzes/tests/exams
1.2		PPP (Presentation-Practice-Production)/pair and group work	Exams Rubric for evaluation of essays
..			
2.0	Skills	Display on graphic organizers Charts/table Discussions	Observation/rubric
2.1			
2.2			
..			
3.0	Competence	Blackboard (LMS) blogs Google blogs	Observation Rubric
3.1		Using internet resources	Assignments evaluation
3.2			
..			

Engl. 214 Composition 2

Learning Outcomes		Code of learning Outcome in the Program
1. Knowledge		
1.1	skills in expressing oneself and his views on different topics in writing in coherent paragraphs and essays	K1
1.2	learning the skills on different steps of writing essays: stimulating ideas through reading,	K1

	thinking and discussing; brainstorming and outlining		
1.3	skills in expressing oneself and his views on different kinds of essays		K3
1...			
2. Skills			
2.1	Making the initial draft expanding by adding details, descriptions, facts, examples, arguments and so on; proofreading and editing		S1
2.2	writing coherent short descriptive, narrative, opinion, cause and effect, and comparison and contrast essays		S2
2.3	the appropriate use of language structures and grammatical items correctly		S1
2...			
3. Competence			
3.1	An ability to function effectively on teams to accomplish a common goal		C1
3.2	Recognition of the need for and an ability to engage in continuing professional development		C2
3.3			
3...			

4. Teaching and Evaluation

Code	Learning Outcomes	Teaching Strategies	Methods of Evaluation
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1.0	Knowledge		
1.1	skills in expressing oneself and his views on different topics in writing in coherent paragraphs and essays	Class writing	
1.2	learning the skills on different steps of writing essays: stimulating ideas through reading, thinking and discussing; brainstorming and outlining	Class writing	Presentations , and the researches
..	skills in expressing oneself and his views on different kinds of essays	Class writing	
2.0	Skills		
2.1	Making the initial draft expanding by adding details, descriptions, facts, examples, arguments and so on; proofreading and editing	o Assigning written essays	Write different paragraphs and essays
2.2	writing coherent short descriptive, narrative, opinion, cause and effect, and comparison and contrast essays		
..	the appropriate use of language structures and grammatical items correctly	o Class lectures	Exams , Quizzes
3.0	Competence		
3.1	An ability to function effectively on teams to accomplish a common goal	o Assigning written works and reading texts	Organization and Responsibilities
3.2	Recognition of the need for and an ability to engage in continuing professional development	o Class lectures	Interaction
..			

215 ENGL Introduction to Linguistics

Learning Outcomes	Code of learning Outcome in the Program
5. Knowledge	

1.1	Defining Linguistics? Stating micro and macro branches of linguistics.	K2
1.2	Specify the properties and features of human language and its development and evolution.	K2
1.3	Demonstrate the main ideas and components of macrolinguistics subfields: Sociolinguistics, Applied Linguistics, Educational Linguistics, Historical Linguistics, Comparative Linguistics, Psycholinguistics, Biolinguistics, Discourse Analysis, etc.	K1
1...	Defining Linguistics? Stating micro and macro branches of linguistics.	K1 and k2
6. Skills		
2.1	Compare and contrast between human language animal communication systems.	S1
2.2	Discuss the new trends in linguistics: clinical Linguistics, Critical Applied Linguistics, Ecolinguistics, etc.	S1
2.3	Review the relationship between; 1. Language and Culture 2. Language and the Brain 3. Language and Society	S2
2...	Compare and contrast between human language animal communication systems.	S2
3.Competence		
3.1	Communicative effectively while drawing on knowledge and skills gained from studying linguistics. Think in an interdisciplinary way in the light of the interdiscilnarity of linguistics.	C1
3.2	Participate in class discussion and could think critically.	C2
3.3	Act positively and independently in carrying out individual assignments and response papers.	C3
3...	Stimulate students to freely express their own ideas about linguistics.	C2

4. Teaching and Evaluation

Code	Learning Outcomes	Teaching Strategies	Methods of Evaluation
1.0	Knowledge		
1.1	Defining Linguistics? Stating micro and macro branches of linguistics.	lecturing	First –midterm Exam

1.2	Specify the properties and features of human language and its development and evolution.	lecturing	Homework assignments. Midterm and final exams
..	Demonstrate the main ideas and components of macrolinguistics subfields: Sociolinguistics, Applied Linguistics, Educational Linguistics, Historical Linguistics, Comparative Linguistics, Psycholinguistics, Biolinguistics, Discourse Analysis, etc.	Mixed methods, lecturing, class discussion, individual and class tasks (getting them to draw trees on the board.	Midterm and final exams Homework assignments
2.0	Skills		
2.1	Compare and contrast between human language animal communication systems.	Discussion	
2.2	Discuss the new trends in linguistics: clinical Linguistics, Critical Applied Linguistics, Ecolinguistics, etc.		Checking if tasks are completed successfully and in time.
..	Review the relationship between; 4. Language and Culture 5. Language and the Brain 6. Language and Society		Setting deadlines for assignments and response papers.
3.0	Competence		Oral presentations
3.1	Act positively and independently in carrying out individual assignments and response papers.	Presentations	
3.2	Stimulate students to freely express their own ideas about linguistics.		
..	Act positively and independently in carrying out individual assignments and response papers.		

COURSE: Principles of Literary Criticism, ENGL. 221

Learning Outcomes	Code of learning
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			Outcome in the Program
1. Knowledge			
1.1	Define and state the basic concepts, principles, methods and practices in the field of literary criticism.		K1
1.2	Recognize and state the interrelation between literary criticism and literary writing.		K2
1.3	Explain the intellectual and cultural backgrounds shaping literary criticism.		K4
1...			
2. Skills			
2.1	Identify the progression of literary criticism from its origin to the early twentieth century and understand the shift in each period's outlook and conception of literature and of criticism.		S1
2.2	Recognize what distinguishes each type of literary criticism in its orientations and methods.		S2
2.3	Understand, identify and explain the main aesthetic features of a literary work in connection to literary criticism		S3
2...			
3.Competence			
3.1	Demonstrate a capacity to consistently apply critical principles and concepts in a close		C3

	reading of a literary work.		
3.2			
3.3			
3...			

4. Teaching and Evaluation

Code	Learning Outcomes	Teaching Strategies	Methods of Evaluation
1.0	Knowledge		
1.1	Define and state the basic concepts, principles, methods and practices in the field of literary criticism.	lectures	Class participation
1.2	Recognize and state the interrelation between literary criticism and literary writing.	Class discussion	Midterms and Assignments
1.3	Explain the intellectual and cultural backgrounds shaping literary criticism.	Close reading and text analysis	Final written exam
2.0	Skills		
2.1	Identify the progression of literary criticism from its origin to the early twentieth century and understand the shift in each period's outlook and conception of literature and of criticism.	Lectures/teaching students how to read attentively and critically	Class participation.
2.2	Recognize what distinguishes each type of literary criticism in its orientations and methods.	Discussions/ teaching students to think independently and engage in group discussions	Research papers and oral presentations
2.3	Understand, identify and explain the main aesthetic features of a literary work in connection to literary criticism	Individual meetings with students/ encouragement of students to discuss paper topics outside the class room with the instructor	Midterm and final exams
3.0	Competence		
3.1	Demonstrate a capacity to consistently apply critical principles and concepts in a close reading of a literary work.	encouragement of students to discuss paper topics with the instructor	Research papers and oral presentations

3.2			
..			

222 British Novel and Drama

Learning Outcomes		Code of learning Outcome in the Program
1. Knowledge		
1.1	Outline the development of British novel and drama from the time of Chaucer up to the twentieth and twenty first centuries	K1
1.2	Discuss the political, social and cultural backgrounds of the major British literary works since the middle ages.	K2
1.3	Describe the landmark movements in British literature with a particular focus on novel and drama (e.g. Elizabethan drama, Nineteenth century novel, twentieth century drama and novel, twenty first trends in drama and novel, etc.).	K3
1...	Write about British novel and drama using standard literary terminology and other literary conventions	K1
2. Skills		
2.1	Ability to think critically and analytically using what has been learned from studying British drama and novel.	S1
2.2	Compare and contrast the style and characteristics of the	S2

	different ages of British literature.		
2.3	Ability to make sound analogies and comparisons between different literary works and different writers		S3
2...			
3.Competence			
3.1	Students can complete both reading and writing assignments in due time.		C1
3.2	Students can participate in class discussion and think critically and creatively making use of the knowledge and skills gained from the course.		C2
3.3	Students can act responsibly and ethically in carrying out individual as well as group projects		C3
3...			

4. Teaching and Evaluation

Code	Learning Outcomes	Teaching Strategies	Methods of Evaluation
1.0	Knowledge		
1.1		Quizzes, Midterms, Final Exam	Lectures Class seminars
1.2		Midterms Final exam	Class discussion Class seminars
..		Final exam Class seminars	Close reading and text analysis Class seminars
		Class participation Essay questions	Collaborative learning/Team work
2.0	Skills		

2.1		Class participation	Lectures/teaching students how to read attentively and critically
2.2		Presentations and Seminars	Class discussions/teaching students to think independently and engage in group discussions
..		Research papers/ Group assignments	Individual meetings with students/ encouragement of students to discuss paper topics outside the class room with the instructor
3.0	Competence		
3.1		Active class participation reflects the students' ability to keep up with the scheduled topics.	Lectures in which students are made aware of the significance of time management
3.2		Attending classes is very important since it is part of the students' class participation and group work.	Discussions with students on ethical behaviour in conducting research
..		Assignments should be handed on time, no exceptions. This will teach students to be punctual and respect deadlines.	Individual counselling on research projects and writing difficulties

Collaborative Writing ENGL 223

Learning Outcomes		Code of learning Outcome in the Program
1. Knowledge		
1.1	To learn how to write essays collaboratively	K5 – K1
1.2	To be able to brainstorm, generate ideas and suggest	K5

	vocabularies for the essay.		
1.3	To be able to correct group members' writing.		K5
1...			
2. Skills			
2.1	Constructively criticize group members' writing through the whole process of writing		S2
2.2			
2.3			
2...			
3.Competence			
3.1	Problem Solving		C1
3.2	Decision Making		C1
3.3	Communication, Information Technology, Numerical		C2
3...	Use of online resources and data basis		C3

4. Teaching and Evaluation

Code	Learning Outcomes	Teaching Strategies	Methods of Evaluation
1.0	Knowledge		
1.1	To learn how to write essays collaboratively	Assignments, tests and exams	Lecture and power point presentation
1.2	To be able to brainstorm, generate ideas and suggest vocabularies for the essay.	Assignments, tests and exams	Lecture and power point presentation
..	To be able to correct group members' writing.	Assignments, tests and exams	Lecture and power point presentation
2.0	Skills		
2.1	Constructively criticize group members' writing through the whole process of writing	Individual assignments and group quizzes, tests and exams	Lecture , power point presentation and whole group and small group discussion
2.2		Individual assignments and group quizzes, tests and exams	Lecture , power point presentation and whole group and small group

			discussion
..			
3.0	Competence		
3.1	Problem Solving	Assessing participation in the group, taking responsibility , working effectively and acting ethnically in personal or public forum. The ability of solving problems individually	group work participation and presentation discussion.
3.2	Decision Making		
..	Communication, Information Technology, Numerical		Communication, Information Technology, Numerical
	Use of online resources and data basis	Individual assessment according to the effective oral and written form	collaborative essay writing

224 An Entry to Translation

Learning Outcomes		Code of learning Outcome in the Program
1. Knowledge		
1.1	Students will have ability to produce highly accurate translations from English into Arabic and vice versa containing no major errors.	K.1
1.2	Students will have ability to demonstrate knowledge of the basic principles of translation.	K.2
2. Skills		
2.1	Students will have the ability to differentiate between structural and semantic elements of Arabic and English languages.	S.1
2.2	Students will be able to make	S.2

	the appropriate choice of vocabulary, particularly medium and high-frequency vocabulary.		
3.Competence			
3.1	Students will able to hand in assignments and papers within due time		C.1
3.2	Students will able to participate in class individually as well as in group work		C.2

4. Teaching and Evaluation

Code	Learning Outcomes	Teaching Strategies	Methods of Evaluation
1.0	Knowledge		
K.1	Students will have ability to produce highly accurate translations from English into Arabic and vice versa containing no major errors.	-Lectures. -Class discussion.. -Use predicting skills. - Free practice	-Class participation and exercises -Homework -Midterm and final exams.
K.2	Students will have ability to demonstrate knowledge of the basic principles of translation.	-Lectures. -Class discussion.	Quizzes and assignments Class exercises Midterms/ Final Exams.
2.0	Skills		
S.1	Students will have the ability to differentiate between structural and semantic elements of Arabic and English languages.	-Lectures. -Class discussion and exercises -	Class participation. -Homework -Midterm and final exams.
S.2	Students will be able to make the appropriate choice of vocabulary, particularly medium and high-frequency vocabulary.	-Lectures. -Class discussion and exercises	Class participation. -Homework -Midterm and final exams.
3.0	Competence		
C.1	Students will able to hand in assignments and papers within due time	Incorporating teaching of basic metacognitive strategies of time management, self-monitoring and evaluation	Assignments and papers required to be handed on certain dates will reflect their ability to take on responsibilities Instructor's
C.2	Students will able to participate in class individually as well as in group work		

		Individual counseling on translation difficulties	assessment of students' performance
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Second language acquisition 225 ENGL

Learning Outcomes		Code of learning Outcome in the Program	
1. Knowledge			
1.1	Defining the fundamentals (concepts and terms) of SLA		K1
1.2	Describing the major theories of SLA (Psychological, Socio-cultural, Acculturation, Cognitive, etc.).		K2
2. Skills			
2.1	Comparing and contrasting between L1 and L2, (Differences and similarities).		S1
2.2	Internalising useful strategies and techniques for SLA		S2
2.3	Applying important techniques of SLA to develop critical and creative thinking.		S3
2...	Exhibiting the necessary skills to communicate through their writing assignments and short response papers..		S4
3.Competence			
3.1	Displaying their professional competence and career prospect to learn and teach SL/FL.		C1
3.2	Promoting students' English proficiency in		C2

	the four skills as a result of the influence of the knowledge and skills gained from studying SLA.		
3.3	Using digital materials to research SLA.		C3
3...			

4. Teaching and Evaluation

Code	Learning Outcomes	Teaching Strategies	Methods of Evaluation
1.0	Knowledge	Lecturing Group discussion and seminars PowerPoint slides Class presentations	Quizzes, tests, midterms and finals. Assignments and short response papers. Class presentations and participation in seminars.
2.0	Skills	Lecturing Group discussion and seminars PowerPoint slides Class presentations	Quizzes, tests, midterms and finals. Assignments and short response papers. Class presentations and participation in seminars. Other varied and alternative assessment strategies
3.0	Competence	PowerPoint slides Class presentations Use of multimodal materials.	Assignments and short response papers. Class presentations.

COMMUNICATION SKILLS (101 CS)

Learning Outcomes		Code of learning Outcome in the Program
1. Knowledge		
1.1	There are numerous "real communication"	K1

	opportunities for students.		
1.2	Improve students' developmental skills approach that encourages speaking, listening, writing, and reading abilities through a wide variety of exercises.		K2
1.3	Improve students' developmental skills approach that encourages speaking, listening, writing, and reading abilities through a wide variety of exercises.		K3
1...			
2. Skills			
2.1	Ability to think critically and analytically		S1
2.2	Ability to use functional English		S2
2.3	Ability to respect the principles of politeness and using appropriate politeness formulae		S3
2...			
3.Cometence			
3.1	Students can complete listening & speaking, reading & writing assignments in due time		C1
3.2	Students can act responsibly in carrying out individual as well as group assignments		C2
3.3	Students have the important skills to communicate, listen, negotiate, and evaluate their strengths and		C3

	weaknesses as members of a team		
3...			

4. Teaching and Evaluation

Code	Learning Outcomes	Teaching Strategies	Methods of Evaluation
1.0	Knowledge		
1.1	There are numerous "real communication" opportunities for students.	Class participation	Midterms/objective type questions
1.2	Improve students' developmental skills approach that encourages speaking, listening, writing, and reading abilities through a wide variety of exercises.	Collaborative learning/Team work	Home Assignments Quizzes
1.3	Improve students' developmental skills approach that encourages speaking, listening, writing, and reading abilities through a wide variety of exercises.	Class presentations based on outside reading about the grammar activities to be covered	Final written exam
2.0	Skills		
2.1	Ability to think critically and analytically	Lectures	Home assignments
2.2	Ability to use functional English	Class discussions	Presentations
1.3	Ability to respect the principles of politeness and using appropriate politeness formulae	Individual meetings with students	class participation
3.0	Competence		
3.1	Students can complete listening & speaking, reading & writing assignments in due time	Discussions with students on role play and different language functions	- Performance on midterms and final exams are evidence of the student's ability to recollect and synthesize information
3.2	Students can act responsibly in carrying out individual as well as group assignments	. Individual counselling on listening & speaking activities	Role play drills

		and difficulties	
1.3	Students have the important skills to communicate, listen, negotiate, and evaluate their strengths and weaknesses as members of a team	. Group work and pair work that encourage the student to explain, discuss and defend his own ideas with his peers	. Instructor's assessment of student's performance and seriousness during individual supervision hours

311 ENGL The American Novel and Drama

Learning Outcomes		Code of learning Outcome in the Program
1. Knowledge		
1.1	Understand the history of American drama and novel since its beginning to the modern era.	K 1
1.2	Discuss the social and political background to the novels and dramas and how they reflect the condition of society in each period	K 2
1.3	Explain different attitudes that appeared in Drama and Novel in America	K 4
2. Skills		
2.1	1. The ability to think critically and analytically about literary texts and their socio-cultural settings and implications.	S 2
2.2	The ability to apply different critical approaches to the study of drama and novel.	S 1
2.3	The ability to do research and to make use of information from primary and secondary sources in support of a valid thesis and argument	S 3
3.Cometence		
3.1	Ability to do research on American literary works	C2
3.2	Ability to write research papers.	C4

4. Teaching and Evaluation

Code	Learning Outcomes	Teaching Strategies	Methods of Evaluation
1.0	Knowledge		
1.1	Understand the history of American drama and novel since its beginning to the modern era.	Lectures	Quizzes
1.2	Discuss the social and political background to the novels and dramas and how they reflect the condition of society in each period	Class discussion	Midterms

1.3	Explain different attitudes that appeared in Drama and Novel in America	Close reading and text analysis	Final exam
2.0	Skills		
2.1	1. The ability to think critically and analytically about literary texts and their socio-cultural settings and implications.	Lectures/teaching students how to read attentively and critically	Class participation
2.2	The ability to apply different critical approaches to the study of drama and novel.	Class discussions/teaching students to think independently and engage in group discussions	Presentations
2.3	The ability to do research and to make use of information from primary and secondary sources in support of a valid thesis and argument	Individual meetings with students/ encouragement of students to discuss paper topics outside the class room with the instructor	Research papers/ Group assignments
3.0	Competence		
3.1	Ability to do research on American literary works	Lectures in which students are made aware of the significance of time management	Active class participation reflects the students' ability to keep up with the scheduled topics.
3.2	Ability to write research papers.	Discussions with students on ethical behaviour in conducting research	Attending classes is very important since it is part of the students' class participation and group work.

312 ENGL English Phonetics & Phonology

Learning Outcomes		Code of learning Outcome in the Program
1. Knowledge		
1.1	Identify and describe the basics of English pronunciation and its sound system structure	K 1
1.2	Identify English consonants correctly, effectively and intelligibly.	K1

	(Pronounce English vowels, diphthongs and consonants correctly and intelligibly).	
1.3	Distinguish between: -Phonetics and Phonology -Segmental and Supra-segmental phonology -Phoneme and Allophone, -Tone and Intonation Languages, -Syllable-timed and Stress-timed Languages, etc.	K2
2. Skills		
2.1	Analyze different connected speech features: assimilation, rhythm, elision, etc..	S1
2.2	Compare and contrast between some English pronunciation aspects and those of Arabic;	S1
2.3	Ability to think critically and analytically using knowledge and experience gained from the study of Phonetics and Phonology.	S2
3.Cometence		
3.1	Improve speaking skills by using correct, intelligible and effective stress and intonation and other connected speech features such as stress-timed rhythm and assimilation.	C2
3.2	Gaining time management skills making use of knowledge and skills obtained from studying English Phonetics and Phonology.	C3
3.3		

4. Teaching and Evaluation

Code	Learning Outcomes	Teaching Strategies	Methods of Evaluation
1.0	Knowledge		
1.1	Identify and describe the basics of English pronunciation and its sound system structure	brain storming -lecturing and classroom presentations Drilling -Imitation	Discussion
1.2	Identify English consonants correctly, effectively and intelligibly. (Pronounce English vowels, diphthongs and consonants correctly and intelligibly).	Lecturing, Class presentation	Quizzes Mid term Final exam
1.3	Distinguish between: -Phonetics and Phonology -Segmental and Supra-	Mixed methods, lecturing, class discussion, individual and class	

	segmental phonology - Phoneme and Allophone, -Tone and Intonation -Syllable-timed and Stress- timed Languages, etc.	tasks.	Homework assignments. -Midterm and final exams
2.0	Skills		
2.1	Analyze different connected speech features: assimilation, rhythm, elision, etc..	Lecturing -Class work, -discussion Listening to audio materials (along with YouTube vids	Homework assignments.
2.2	Compare and contrast between some English pronunciation aspects and those of Arabic;	class discussion, class tasks	-Midterm and final exams.
2.3	Ability to think critically and analytically using knowledge and experience gained from the study of Phonetics and Phonology.	speaking practice	response papers
3.0	Competence		
3.1	Improve speaking skills by using correct, intelligible and effective stress and intonation and other connected speech features such as stress-timed rhythm and assimilation.	Class presentations	Students can complete phonetic analysis assignments in due time
3.2	Gaining time management skills making use of knowledge and skills obtained from studying English Phonetics and Phonology.	Lecturing & task- based teaching	Setting deadlines for assignments and response papers.

313 ENGL Applied Linguistics

Learning Outcomes		Code of learning Outcome in the Program
1. Knowledge		
1.1	Define Applied Linguistics, its history, scope and interests.	K1
1.2	Outline the key points and ideas in traditional or mainstream topics of applied linguistics (language learning and teaching and translation).	K2
1.3	Discuss the fundamentals of some of the major language teaching methods and approaches (only briefly as these will	K3

	be detailed in much more advanced courses in the study plan of the department).	
2. Skills		
2.1	Discuss the fundamentals of some of the major language teaching methods and approaches (only briefly as these will be detailed in much more advanced courses in the study plan of the department).	S1
2.2	Explain and discuss a few fundamental concepts in Biolinguistics, Neurolinguistics and Computational Linguistics.	S1
2.3	Argue critically and sensibly making use of the skills and knowledge obtained from studying and researching applied linguistics.	S2
3.Cometence		
3.1	Learn to manage time effectively via meeting deadlines of activities and assignments.	C1
3.2	Learn inter-team and intra-team skills and spirit from the tasks given during the term.	C2
3.3	Students should can act positively and responsibly in carrying out individual assignments.	C3

4. Teaching and Evaluation

Code	Learning Outcomes	Teaching Strategies	Methods of Evaluation
1.0	Knowledge		
1.1	Define Applied Linguistics, its history, scope and interests.	brain storming -lecturing and classroom presentations	Traditional tests and quizzes
1.2	Outline the key points and ideas in traditional or mainstream topics of applied linguistics (language learning and teaching and translation).	Lecturing, Class presentation	Quizzes and tests Midterms and finals
1.3	Discuss the fundamentals of some of the major language teaching methods and approaches (only briefly as these will be detailed in much more advanced courses in the study plan of the department).	Mixed methods, lecturing, class discussion, individual and class tasks.	-Homework assignments. -Midterm and final exams.
2.0	Skills		
2.1	Discuss the fundamentals of some of the major	-Lectures -Class work,	-Homework assignments.

	language teaching methods and approaches (only briefly as these will be detailed in much more advanced courses in the study plan of the department).	-discussion	-Midterm and final exams.
2.2	Explain and discuss a few fundamental concepts in Bilingualism, Neurolinguistics and Computational Linguistics.	-Class work, - focus group discussion	-Homework assignments. -Midterm and final exams. -Quizzes
2.3	Argue critically and sensibly making use of the skills and knowledge obtained from studying and researching applied linguistics.	- Mixed methods, lecturing, class discussion, individual and class tasks	- Assignments. -graded presentations
3.0	Competence		
3.1	Learn to manage time effectively via meeting deadlines of activities and assignments.	Checking if students keep to deadlines in submitting assignments/response papers.	- Setting deadlines for tasks.
3.2	Learn inter-team and intra-team skills and spirit from the tasks given during the term.	Allocating marks for good team and intra-team work..	Mixed methods, lecturing, class discussion, individual and class tasks.
3.3	Students should can act positively and responsibly in carrying out individual assignments.	Checking if tasks are completed successfully and in time.	Task-based teaching

314 ENGL Morphology

Learning Outcomes		Code of learning Outcome in the Program
1. Knowledge		
1.1	Know the tenets of Morphology in general, and English Morphology, in more specific terms	K1
1.2	Recognize the workings of morphology, and the cognitive nature of word-formation processes and lexical knowledge (e.g. Lexical Gaps, Pullet Surprises and Neologisms, Sign language Morphology vs. Natural Language Morphology, etc.).	K2
1.3	Integrate word-knowledge and processes with the totality of linguistic knowledge.	K4

2. Skills		
2.1	Analyze English words into their roots, bases/stems, morphemes, allomorphs, etc.	S1
3.Cometence		
3.1	See the Creativity of language via being aware of the phenomenon of Discreteness (ability to cut down longer words into smaller chunks and form longer ones from smaller chunks).	C2
3.2		
3.3		

4. Teaching and Evaluation

Code	Learning Outcomes	Teaching Strategies	Methods of Evaluation
1.0	Knowledge		
1.1	Know the tenets of Morphology in general, and English Morphology, in more specific terms	Lecture and power point presentation	Assignments, tests and exams
1.2	Recognize the workings of morphology, and the cognitive nature of word-formation processes and lexical knowledge (e.g. Lexical Gaps, Pullet Surprises and Neologisms, Sign language Morphology vs. Natural Language Morphology, etc.).	Lecture and power point presentation	Assignments, tests and exams
1.3	Integrate word-knowledge and processes with the totality of linguistic knowledge.	Lecture and power point presentation	Assignments, tests and exams
2.0	Skills		
2.1	Analyze English words into their roots, bases/stems, morphemes, allomorphs, etc.	Lecture , power point presentation and whole group and small group discussion	Individual assignments and group quizzes, tests and exams
3.0	Competence		
3.1	See the Creativity of language via being aware of the phenomenon of Discreteness (ability to cut down longer words into smaller chunks and form longer ones from smaller chunks).	group work participation	Assessing participation in the group

315 ENGL Advanced Translation

Learning Outcomes		Code of learning Outcome in the Program
1. Knowledge		
1.1	Translate texts from Arabic into English or vice versa choosing appropriate words and structures to capture different types of meaning, and to suit various text types.	K1
1.2	Define translation and explain the fundamental ideas, concepts, terms and approaches of translation and translation studies.	K1
1.3	Discuss translation from a variety of perspectives (linguistic, social, cultural, semantic, pragmatic, lexical, grammatical, etc.).	K4
2. Skills		
2.1	Identify translation problems on different levels of language and discuss solutions, applying relevant theories.	S2
2.2	Analyze, interpret, and understand the complex interrelationships between texts, and their specific social, political and historical contexts..	S1
2.3	View translation as Intertextuality and a process of continuous "Languaging" (see the meaning of both terms).	S5
3.Cometence		
3.1	Develop various communication skills gained from translation studies and practices.	C2
3.2	Learn to vary style to suit different contexts.	C3
3.3	Improve students' understanding of how different languages work (languaging).	C1

4. Teaching and Evaluation

Code	Learning Outcomes	Teaching Strategies	Methods of Evaluation
1.0	Knowledge		
1.1	Translate texts from Arabic into English or vice versa choosing appropriate words and structures to capture different types of meaning, and to suit various text types.	conventional instruction methods, brain storming, classroom discussions, elicitation, pair/group work, cooperative learning, tutoring (when necessary), self/ peer correction	exams (mid/final), quizzes, homework, class participation, oral presentations, written assignments, projects
1.2	Define translation and explain the fundamental ideas, concepts, terms and approaches of translation and translation studies.		
1.3	Discuss translation from a		

	variety of perspectives (linguistic, social, cultural, semantic, pragmatic, lexical, grammatical, etc.).		
2.0	Skills		
2.1	Identify translation problems on different levels of language and discuss solutions, applying relevant theories.	conventional instruction methods, brain storming, classroom discussions, elicitation, pair/group work, cooperative learning, tutoring (when necessary), self/ peer correction	exams (mid/final), quizzes, homework, class participation, oral presentations, written assignments, projects
2.2	Analyze, interpret, and understand the complex interrelationships between texts, and their specific social, political and historical contexts..		
2.3	View translation as Intertextuality and a process of continuous "Languaging" (see the meaning of both terms).		
3.0	Competence		
3.1	Develop various communication skills gained from translation studies and practices.	conventional instruction methods brain storming, classroom discussion	exams (mid/final), quizzes, homework, class participation, oral presentations, written assignments, projects
3.2	Learn to vary style to suit different contexts.		
3.3	Improve students' understanding of how different languages work (languaging).		

316 ENGL Language Learning Strategies

Learning Outcomes		Code of learning Outcome in the Program
1. Knowledge		
1.1	Define various Language Learning Strategies (LLS)	K3
1.2	Identify the importance of various Language Learning Strategies (LLS)	K3
2. Skills		
2.1	Differentiate between various direct and indirect Language	S2

	Learning Strategies (LLS)	
2.2	Distinguish between Language Learning Styles and Strategies	S1
2.3	Choose and apply a suitable Language Learning Strategy (LLS) for a specific context and skill	S1
3.Cometence		
3.1	Manage their time and take responsibility for their own learning	C4
3.2	Work in pairs or groups and coordinate group work	C2

4. Teaching and Evaluation

Code	Learning Outcomes	Teaching Strategies	Methods of Evaluation
1.0	Knowledge		
1.1	Define various Language Learning Strategies (LLS)	Lectures Collaborative learning/group work	Quiz Mid-Terms Final Exam Assignments
1.2	Identify the importance of various Language Learning Strategies (LLS)		
2.0	Skills		
2.1	Differentiate between various direct and indirect Language Learning Strategies (LLS)	Lectures Reading and text analysis Case studies	Quiz Mid-Terms Final Exam Assignments
2.2	Distinguish between Language Learning Styles and Strategies		
2.3	Choose and apply a suitable Language Learning Strategy (LLS) for a specific context and skill		
3.0	Competence		
3.1	Manage their time and take responsibility for their own learning	Peer/group work Case studies	Class participation in peer/group activities
3.2	Work in pairs or groups and coordinate group work		

COURSE: A Survey of English Poetry, ENGL. 321

Learning Outcomes		Code of learning Outcome in the Program
1. Knowledge		
1.1	The beginning of writing poetry in classical times	K1
1.2	Different poetic movements and their poetic traditions and characteristics.	K1
1.3	The social context of each poetic tradition that formulates the specific characteristics of each time period	K2
1.4	a survey of a large selection of poets and poems of the different poetic traditions and comparing between them	K4
2. Skills		
2.1	Ability to think critically and analytically	S2
2.2	Ability to do research and to make use of information from primary and secondary sources in support of a valid thesis and argument	S3
2.3	Students will be able to appreciate poetry	S4
3.Competence		
3.1	Students can complete both reading and writing assignments in due time	C1
3.2	Students can participate in class discussion and think critically	C2

3.3	Students can act responsibly and ethically in carrying out individual as well as group projects		C4
3.4			

4. Teaching and Evaluation

Code	Learning Outcomes	Teaching Strategies	Methods of Evaluation
1.0	Knowledge		
1.1	The beginning of writing poetry in classical times	Class participation	lectures
1.2	Different poetic movements and their poetic traditions and characteristics.	Class discussion	Midterms Assignments
1.3	The social context of each poetic tradition that formulates the specific characteristics of each time period	Close reading of social circumstances	Research papers and presentations given in class
1.4	a survey of a large selection of poets and poems of the different poetic traditions and comparing between them	Class discussion	Research papers and presentations given in class
2.0	Skills		
2.1	Ability to think critically and analytically	Lectures/teaching students how to read attentively and critically	Class participation.
2.2	Ability to do research and to make use of information from primary and secondary sources in support of a valid thesis and argument	Discussions/ teaching students to think independently and engage in group discussions	Research papers and oral presentations
2.3	Students will be able to appreciate poetry	Encouragement of students to be creative in their presentation	Midterm and final exams
2.4	Ability to think critically and analytically	Lectures/ teaching students how to read attentively and critically	Class participation.
3.0	Competence		
3.1	Students can complete both reading and writing	Lectures in which students are made	Active class participation

	assignments in due time	aware of the significance of time management	reflects the students' ability to keep up with the reading schedule
3.2	Students can participate in class discussion and think critically	Discussions with students on ethical behaviour in conducting research	Research papers will attest to the student's ability to fulfil assignments and respect deadlines
3.3	Students can act responsibly and ethically in carrying out individual as well as group projects	Individual counselling on research projects and writing difficulties	Performance on midterms and final exams are evidence of the student's ability to recollect and synthesize information

COURSE: History of English Language, ENGL. 322

Learning Outcomes		Code of learning Outcome in the Program
1. Knowledge		
1.1	Demonstrate knowledge of the Indo-European family of languages	K1
1.2	Make the timeline of Language change	K3
1.3	Identify the historical events of the Old English period	K4
1.4	Explain the differences in the language of Old English	K2
2. Skills		
2.1	Increase awareness of how languages change across time	S2
2.2	Perceive similarities and differences in language forms across time	S2
2.3	Draw comparisons; detecting developments	S1
2.4	Recognize reasons	S2

	and causes that lead to alteration or change in language		
3.Competence			
3.1	Read independently to develop responsibility and understanding		C1
3.2	Manage their time more productively in reading and writing assignments		C2
3.3	Self-assess their progress and suggest next steps for improvement in the grades		C3
3.4			

4. Teaching and Evaluation

Code	Learning Outcomes	Teaching Strategies	Methods of Evaluation
1.0	Knowledge		
1.1	Demonstrate knowledge of the Indo-European family of languages	Lectures	Participation in class discussions
1.2	Make the timeline of Language change	Class discussion.	Assignments
1.3	Identify the historical events of the Old English period	Individual meetings with students.	Mid-Terms written exams
1.4	Explain the differences in the language of Old English	AfL strategies: Self-Assessment	Participation in class discussions
2.0	Skills		
2.1	Increase awareness of how languages change across time	Lectures	Participation in class discussions
2.2	Perceive similarities and differences in language forms across time	Class discussion.	Assignment
2.3	Draw comparisons; detecting developments	Individual meetings with students.	Mid-Term

2.4	Recognize reasons and causes that lead to alteration or change in language	AfL strategies: Self-Assessment, Peer Assessment	Final exam
3.0	Competence		
3.1	Read independently to develop responsibility and understanding	Class discussions	Active class participation reflects the students' ability to keep up with the reading Schedule.
3.2	Manage their time more productively in reading and writing assignments	Teacher's Demonstration	Instructor's assessment of students
3.3	Self-assess their progress and suggest next steps for improvement in the grades	AfL Strategies	

COURSE: Culture and Society, ENGL. 323

Learning Outcomes		Code of learning Outcome in the Program
1. Knowledge		
1.1	Understand Culture is one of the two or three most complicated words in the English language because it includes the SYMBOLIC and MATERIAL domains.	K1
1.2	Culture is a whole way of life, material, intellectual and spiritual, including symbolic behavior in a community's everyday life.	K3
1.3	Explain different attitudes about culture and society.	K5
1...		
2. Skills		
2.1	The ability to think critically and analytically	S1
2.2	The ability to apply different critical approaches to the study of culture and society.	S2
2.3	The ability to do research and to make use of information from primary and secondary sources in support of a valid thesis and argument	S3
2...		
3. Competence		

3.1	Ability to research issues of culture and society.		C1
3.2	Ability to write research papers.		C2
3.3			
3...			

4. Teaching and Evaluation

Code	Learning Outcomes	Teaching Strategies	Methods of Evaluation
1.0	Knowledge		
1.1	Understand Culture is one of the two or three most complicated words in the English language because it includes the SYMBOLIC and MATERIAL domains.	Lectures	Quizzes
1.2	Culture is a whole way of life, material, intellectual and spiritual, including symbolic behavior in a community's everyday life.	Class discussion	Midterms
1.3	Explain different attitudes about culture and society.	Close reading and text analysis	Final exam
2.0	Skills		
2.1	The ability to think critically and analytically	Lectures/teaching students how to read attentively and critically	Class participation
2.2	The ability to apply different critical approaches to the study of culture and society.	Class discussions/teaching students to think independently and engage in group discussions	Presentations
2.3	The ability to do research and to make use of information from primary and secondary sources in support of a valid thesis and argument	Individual meetings with students/encouragement of students to discuss paper topics outside the class room with the instructor	Research papers/ Group assignments
3.0	Competence		
3.1	Ability to research issues of culture and society.	Lectures in which students are made aware of the significance of time management	Active class participation reflects the students' ability to keep up with the

			scheduled topics.
3.2	Ability to write research papers.	Discussions with students on ethical behavior in conducting research	Attending classes is very important since it is part of the students' class participation and group work.
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324 ENGL Computer-Aided Translation

Learning Outcomes		Code of learning Outcome in the Program
1. Knowledge		
1.1	Identify main CAT tools.	K3
1.2	Explain how CAT tools are used for translation tasks.	K4
1.3	Describe Translation Memory System	K4
1...		
2. Skills		
2.1	Select appropriate CAT tools for a translation task.	S4
2.2	Use Translation Memory System for storing translation words, expression and chunks for future use for time saving.	S4
2.3	Making Machine Translation and doing post-editing	S4
2...	Analyze the future trends in CAT	S5
3.Competence		
3.1	Complete a collaborative translation project in groups	C2
3.2	Solve problems arising while translating with the use of computer and internet in pairs and groups	C1
3.3	Developing team work skills.	C2
3...	Gaining time management skills.	C3

4. Teaching and Evaluation

Code	Learning Outcomes	Teaching Strategies	Methods of Evaluation
1.0	Knowledge		
1.1	Identify main CAT tools.	lecturing	First –midterm Exam
1.2	Explain how CAT tools are used for translation tasks.	lecturing	First –midterm Exam

..	Describe Translation Memory System	lecturing	First –midterm Exam
2.0	Skills		
2.1	Select appropriate CAT tools for a translation task.	Discussion	Quiz
2.2	Use Translation Memory System for storing translation words, expression and chunks for future use for time saving.		assignments
..	Making Machine Translation and doing post-editing		
3.0	Competence		Oral presentations
3.1	Complete a collaborative translation project in groups	Presentations	
3.2	Solve problems arising while translating with the use of computer and internet in pairs and groups	Lecturing, Discussion, Student data projector presentation	
..	Developing team work skills.		

Code of the Course: 325 ENGL Sociolinguistics

Learning Outcomes		Code of learning Outcome in the Program
1. Knowledge		
1.1	Memorize key concepts, ideas and terms related to Sociolinguistics.	K1
1.2	Review the complexity of the relationship between: Language and Culture, Language and Thought, etc.	K2
1.3	Showing the differences between Speech Communities, Discourse Communities and Communities of practice.	K3
1...	Familiarizing students with the main concepts of sociolinguistics such as societal multilingualism, diglossia, language attitudes and language maintenance and shift.	K1
2. Skills		
2.1	Distinguish between: Language and Dialect; Dialect and Accent; Standard and non-Standard; Pidgin and Creole; Idiolect and Sociolect; Metaphorical and Situational Code-switching, etc.	S1

2.2	Discuss some sociolinguistic issues such as: Diglossia, Code-choice and Code-switching.	S2
2.3		
2...		
3.Competence		
3.1	Show ability to think independently using knowledge of sociolinguistics.	C3
3.2	Exhibit ability to communicate effectively utilizing sociolinguistic knowledge (e.g. knowing how conversation works, the significance of code- switching, role of multilingualism, etc.).	C1
3.3	Show ability to think independently using knowledge of sociolinguistics.	C2
3...	Exhibit ability to communicate effectively utilizing sociolinguistic knowledge (e.g. knowing how conversation works, the significance of code- switching, role of multilingualism, etc.).	C3

4. Teaching and Evaluation

Code	Learning Outcomes	Teaching Strategies	Methods of Evaluation
1.0	Knowledge		
1.1	Memorize key concepts, ideas and terms related to Sociolinguistics.	lecturing	First –midterm Exam
1.2	Review the complexity of the relationship between: Language and Culture, Language and Thought, etc.	lecturing	First –midterm Exam
..	Showing the differences between Speech Communities, Discourse Communities and Communities of practice.	lecturing	First –midterm Exam
2.0	Skills		
2.1	Distinguish between: Language and Dialect; Dialect and Accent; Standard and non-Standard; Pidgin and Creole; Idiolect and Sociolect; Metaphorical and Situational Code-switching, etc.	Discussion	Quiz
2.2	Discuss some sociolinguistic issues such as: Diglossia, Code-choice and Code- switching.		assignments
..			

3.0	Developing and enhancing general computer and internet skills in the context of Sociolinguistics.		Oral presentations
3.1	Use social media (WhatsApp/Twitter) to discuss issues related to Sociolinguistics.	Presentations	
3.2	Preparing web-based materials in Sociolinguistics along with enabling students to experience relevant wikis, e-books and e-journals.	Lecturing, Discussion, Student data projector presentation	
..	Developing and enhancing general computer and internet skills in the context of Sociolinguistics.		

411 ENGL Research Methods

Learning Outcomes		Code of learning Outcome in the Program
1. Knowledge		
1.1	Define research and its fundamental concepts. Explain components of a research proposal.	K1
1.2	Select a research design that is appropriate to a research topic.	K3
1.3	Distinguish between a variety of research methods and designs: Quantitative, Qualitative, Mixed.	K3
1...		
2. Skills		
2.1	Read and critically review the literature of a particular research topic.	S2
2.2	Discuss primary	S4

	characteristics of data analysis.		
2.3	Discuss the findings with reference to the research objectives, questions/hypotheses and the relevant literature.		S3
2...			
3.Cometence			
3.1	Acquiring effective communication skills such as active listening and good and relevant questions as in interviews.		C1
3.2	Using search engines for research purposes.		C4
3.3	Gaining better presentation skills		C2

4. Teaching and Evaluation

Code	Learning Outcomes	Teaching Strategies	Methods of Evaluation
1.0	Knowledge		
1.1	Define research and its fundamental concepts. Explain components of a research proposal.	Lecture and power point presentation	Assignments
1.2	Select a research design that is appropriate to a research topic.	Lecture and power point presentation	Mid-term exams
1.3	Distinguish between a variety of research methods and designs: Quantitative, Qualitative, Mixed.	Lecture and power point presentation	Mid-term exams
2.0	Skills		
2.1	Read and critically review the literature of a particular research topic.	Lecturing	Individual assignments and group quizzes, tests and exams
2.2	Discuss primary characteristics of data analysis.	Discussion	
2.3	Discuss the findings with	Discussion	

	reference to the research objectives, questions/hypotheses and the relevant literature.		
3.0	Cometence		
3.1	Acquiring effective communication skills such as active listening and good and relevant questions as in interviews.	Discussion	Individual assessment according to the effective oral and written form
3.2	Use of electronic journals and data basis.		
..			

412 ENGL Semantics and Pragmatics

Learning Outcomes		Code of learning Outcome in the Program
1. Knowledge		
1.1	Recognize the major concepts of semantics, Pragmatics and demonstrate knowledge of lexical relations and derivational relations.	K1
1.2	Differentiate Semantic relations that hold between sentences especially entailment and presupposition.	K2
1.3	Identify the types of Truth-Conditional semantics.	K1
1...		
2. Skills		
2.1	Use tools of logic to represent Semantic and Pragmatic meaning.	S1
2.2	Apply semantics and Pragmatics components and their role in defining lexical relations, and uses	S1
2.3	Assess and examine speech act theory, Gricean theory, and theories of concepts.	S4
2...		
3.Cometence		
3.1	Use of electronic journals and data basis	C1
3.2	Use of PowerPoint and laptop – projector systems	C2
3.3		
3...		

4. Teaching and Evaluation

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Code	Learning Outcomes	Teaching Strategies	Methods of Evaluation
1.0	Knowledge		
1.1	Recognize the major concepts of semantics, Pragmatics and demonstrate knowledge of lexical relations and derivational relations.	Lecture and power point presentation	Assignments
1.2	Differentiate Semantic relations that hold between sentences especially entailment and presupposition.	Lecture and power point presentation	Mid-term exams
1.3	Identify the types of Truth-Conditional semantics.	Lecture and power point presentation	Mid-term exams
2.0	Skills		
2.1	Use tools of logic to represent Semantic and Pragmatic meaning.	Lecturing	Individual assignments and group quizzes, tests and exams
2.2	Apply semantics and Pragmatics components and their role in defining lexical relations, and uses	Discussion	
2.3	Assess and examine speech act theory, Gricean theory, and theories of concepts.	Discussion	
3.0	Cometence		
3.1	Use of electronic journals and data basis	Individual oral presentation and essay writing	Individual assessment according to the effective oral and written form
3.2	Use of PowerPoint and laptop – projector systems	Individual oral presentation and essay writing	

413 ENGL Syntax

Learning Outcomes		Code of learning Outcome in the Program
1. Knowledge		
1.1	Recognize the major concepts of semantics, Pragmatics and demonstrate knowledge of lexical relations and derivational relations.	K1
1.2	Differentiate Semantic relations that hold between sentences especially entailment and	K2

	presupposition.	
1.3	Identify the types of Truth-Conditional semantics.	K3
2. Skills		
2.1	Use tools of logic to represent Semantic and Pragmatic meaning.	S2
2.2	Apply semantics and Pragmatics components and their role in defining lexical relations, and uses	S1
2.3	Assess and examine speech act theory, Gricean theory, and theories of concepts.	S4
2...		
3.Cometence		
3.1	Use of electronic journals and data basis	C3
3.2	Use of PowerPoint and laptop – projector systems	C2
3.3		
3...		

4. Teaching and Evaluation

Code	Learning Outcomes	Teaching Strategies	Methods of Evaluation
1.0	Knowledge		
1.1	Recognize the major concepts of semantics, Pragmatics and demonstrate knowledge of lexical relations and derivational relations.	Lecture and power point presentation	Assignments
1.2	Differentiate Semantic relations that hold between sentences especially entailment and presupposition.	Lecture and power point presentation	Mid-term exams
1.3	Identify the types of Truth-Conditional semantics.	Lecture and power point presentation	Mid-term exams
2.0	Skills		
2.1	Use tools of logic to represent Semantic and Pragmatic meaning.	Lecturing	Individual assignments and group quizzes, tests and exams
2.2	Apply semantics and Pragmatics components	Discusssion	

	and their role in defining lexical relations, and uses		
2.3	Assess and examine speech act theory, Gricean theory, and theories of concepts.	Discussion	
3.0	Cometence		
3.1	Use of electronic journals and data basis	Individual oral presentation and essay writing	Individual assessment according to the effective oral and written form
3.2	Use of PowerPoint and laptop – projector systems	Individual oral presentation and essay writing	

414 ENGL Discourse Analysis

Learning Outcomes		Code of learning Outcome in the Program
1. Knowledge		
1.1	Identify main ideas, concepts, terms, etc., relevant to Discourse Analysis and Discourse Studies.	K1
1.2	List major features of the relationship between discourse practices and socio-cultural practices.	K2
1.3	Define concepts such as: power, ideology, the unsaid, gender, high-context, low-context, intertextuality, etc..	K1
2. Skills		
2.1	Discuss key issues of language and gender, discourse and identity, discourse and communication.	S1
2.2	Compare and contrast High-context with Low-context cultures	S4
2.3	Talk about intertextuality and analyze texts to find out cases of intertextuality	S3
3.Cometence		
3.1	Gaining problem-solving skills in the light of the knowledge and practices obtained from the study discourse.	C2
3.2	Developing team work skills from their work on project and group discussions/presentations.	C2
3.3	Gaining time management, stress management and other soft skills from their work on project, assignments, presentations and other tasks.	C4
3...		

4. Teaching and Evaluation

Code	Learning Outcomes	Teaching	Methods of
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		Strategies	Evaluation
1.0	Knowledge		
1.1	Identify main ideas, concepts, terms, etc., relevant to Discourse Analysis and Discourse Studies.	Lecture and discussion	Assignments
1.2	List major features of the relationship between discourse practices and socio-cultural practices.	Lecture and individual tasks	Post-class quiz
1.3	Define concepts such as: power, ideology, the unsaid, gender, high-context, low-context, intertextuality, etc..	Lecture and discussion	Mid-term exams
2.0	Skills		
2.1	Discuss key issues of language and gender, discourse and identity, discourse and communication.	Lecturing	A task /quiz involving getting students to write/talk about Language and gender
2.2	Compare and contrast High-context with Low-context cultures	Discussion	
2.3	Talk about intertextuality and analyze texts to find out cases of intertextuality	Discussion	
3.0	Cometence		
3.1	Gaining problem-solving skills in the light of the knowledge and practices obtained from the study discourse.	Individual oral presentation and essay writing	A set of quizzes and response papers.
3.2	Developing team work skills from their work on project and group discussions/presentations.	Individual oral presentation and essay writing	Checking if tasks are completed successfully and in time.
3.3	Gaining time management, stress management and other soft skills from their work on project, assignments, presentations and other tasks.		Setting deadlines for assignments and response papers.

415 ENGL Special Topics in Translation and Interpretation

Learning Outcomes		Code of learning Outcome in the Program
1. Knowledge		
1.1	Defining main approaches in translation	K1

	studies.	
1.2	Recognizing analytical, linguistic and cross-cultural factors affecting interpretation and translation from English into Arabic and vice versa	K2
1.3		
2. Skills		
2.1	Analyzing and synthesizing ideas by applying theories of translation to their reading.	S1
2.2	Examining, judging and translating various topics within different cultural and historical contexts.	S3
2.3		
3.Cometence		
3.1	Working in pairs/ threes/ group activities.	C2
3.2	Showing good responsibility on working independently.	C2
3.3		
3...		

4. Teaching and Evaluation

Code	Learning Outcomes	Teaching Strategies	Methods of Evaluation
1.0	Knowledge		
1.1	Defining main approaches in translation studies.	Lecturing	Discussion
1.2	Recognizing analytical, linguistic and cross-cultural factors affecting interpretation and translation from English into Arabic and vice versa	Class discussion	Quizzes Mid term Final exam
1.3			
2.0	Skills		
2.1	Analyzing and synthesizing ideas by applying theories of translation to their reading.	Lecturing	Class participation Quizzes
2.2	Examining, judging and translating various topics within different cultural and historical contexts.	Peer review	
2.3		Discussion	
3.0	Competence		
3.1	Working in pairs/ threes/ group activities.	Group work	Discussion

3.2	Showing good responsibility on working independently.	Student-centred classes	

416 ENGL Eco-linguistics

Learning Outcomes		Code of learning Outcome in the Program
1. Knowledge		
1.1	Define Ecolinguistics, Ecocriticism and Language Ecology..	K1
1.2	Explain the main ideas and terms in the relationship between language and environment.	K2
2. Skills		
2.1	Analyse and criticize texts and discourses which perpetuate some misconceptions about ecosystems and the physical environment(as manifest in dominant educational, journalistic or literary texts and discourses).	S1
2.2	Discuss Biodiversity and Cultural Diversity and their linguistic manifestations and representations.	S2
2.3	Use Semantics, Discourse Analysis and Pragmatics to discuss and analyse some of the current international environmental issues such as climate change and loss of biodiversity.	S3
3.Cometence		
3.1	Gaining problem-solving skills drawn from the set of skills and knowledge obtained from the study of Ecolinguistics.	C3
3.2	Developing team work skills and spirit making use of the knowledge and skills obtained from the course.	C2
3.3	Gaining time management skills making use of the knowledge and skills obtained from the course.	C1

4. Teaching and Evaluation

Code	Learning Outcomes	Teaching Strategies	Methods of Evaluation
1.0	Knowledge		
1.1	Define Ecolinguistics, Ecocriticism and Language Ecology..	Lecturing, class discussion	Discussion
1.2	Explain the main ideas and terms in the relationship between language and	Lecturing, Class discussion	Quizzes Mid term Final exam

	environment.		
2.0	Skills		
2.1	Analyse and criticize texts and discourses	Lecturing, class discussion	tasks /quizzes
2.2	Discuss Biodiversity and Cultural Diversity and their linguistic manifestations and representations.	Mixed methods, lecturing, class discussion, individual and class tasks	A task involving getting students to research the contribution of Peace Linguistics, Language Rights
2.3	Use Semantics, Discourse Analysis and Pragmatics to discuss and analyse some of the current international environmental issues.	Lecturing & Class Discussion.	Response paper on one or more of these issues.
3.0	Competence		
3.1	Gaining problem-solving skills drawn from the set of skills and knowledge obtained from the study of Ecolinguistics.	Group work	A set of quizzes and response papers.
3.2	Developing team work skills and spirit making use of the knowledge and skills obtained from the course.	Task-based teaching	Checking if tasks are completed successfully and in time.
3.3	Gaining time management skills making use of the knowledge and skills obtained from the course.	Lecturing & task-based teaching.	Setting deadlines for assignments and response papers.

Advanced Literary Criticism ENGL 421

Learning Outcomes		Code of learning Outcome in the Program
5. Knowledge		
1.1	1. The major trends of twentieth century literary criticism. (Enumerate and discuss the major trends of twentieth century literary criticism)	K2
1.2	. 2. The development of modern criticism in Structuralism and Marxism. Compare and contrast Marxism and Structuralism.	K5

1.3	1. 3. Anglo-American New Criticism in relation to Russian Formalism (Compare and contrast Anglo-American New Criticism in relation to Russian Formalism).		K2
1...	4. Cultural studies to have an inclusive view of modern criticism. (Explore the development of modern criticism in Structuralism and Marxism and other theories including but not limited to: Phenomenology, Deconstruction, Psychoanalysis and Literary Criticism, Reader-response Theory(including the Death of the Author Approach), New Historicism, Feminist Criticism, Eco-criticism, Metacriticism, etc.).		K2
6. Skills			
2.1	1. Ability to relate major trends of twentieth century critics. (Compare and contrast: Structuralism and Poststructuralism, Modern and Postmodern Criticism, etc.).		S1
2.2	2. Ability to apply critical methods to literary texts and to cultural phenomenon. e.g. Apply Reader-response or deconstruction strategies to approaching a novel or short story/play (e.g. Becket's waiting for Godot).		S2
2.3	3. Apply one of the previous critical approaches to a given text discussions. 1. Discuss the contribution of some renowned critics (e.g. .S. Eliot, Arnold, I.R. Richards, Empson, Ransom, Russian Formalists, Jakobson, etc.).		S2
2...			
3.Cometence			
3.1	Ability to use literary and academic English, particularly in writing).		C2

3.2	Use of electronic journals and data base		C2
3.3	Use of PowerPoint and laptop – projector systems		C2
3...			

4. Teaching and Evaluation

Code	Learning Outcomes	Teaching Strategies	Methods of Evaluation
1.0	Knowledge		
1.1	1. The major trends of twentieth century literary criticism. (Enumerate and discuss the major trends of twentieth century literary criticism)	Lectures Seminars and Group Discussions	Class participation Quizzes, Mids and Finals Assignments and Response-papers.
1.2	2. The development of modern criticism in Structuralism and Marxism. Compare and contrast Marxism and Structuralism.	Class discussion Lectures Seminars and Group Discussions	Class participation Quizzes, Mids and Finals Assignments and Response-papers.
..	2. 3. Anglo-American New Criticism in relation to Russian Formalism (Compare and contrast Anglo-American New Criticism in relation to Russian Formalism).	Close reading Lectures Seminars and Group Discussions	Midterms/Essay questions
	4. Cultural studies to have an inclusive view of modern criticism. (Explore the development of modern criticism in Structuralism and Marxism and other theories including but not limited to: Phenomenology, Deconstruction, Psychoanalysis and	Lectures Seminars and Group Discussions	Final written exam Class participation Quizzes and Mids Assignments and Response-papers.

	Literary Criticism, Reader-response Theory(including the Death of the Author Approach), New Historicism, Feminist Criticism, Eco-criticism, Metacriticism, etc.).		
2.0	Skills		
2.1	1. Ability to relate major trends of twentieth century critics. (Compare and contrast: Structuralism and Poststructuralism, Modern and Postmodern Criticism, etc.).	Lectures/teaching students how to read attentively and critically. Seminars and Group Discussions	Class participation Quizzes and Mids Assignments and Response-papers.
2.2	2. Ability to apply critical methods to literary texts and to cultural phenomenon. e.g. Apply Reader-response or deconstruction strategies to approaching a novel or short story/play (e.g. Becket's waiting for Godot).	Class discussions/teaching students to think independently and engage in group discussion	Presentations Group assignments
..	3. Apply one of the previous critical approaches to a given text discussions. 2. Discuss the contribution of some renowned critics (e.g. .S. Eliot, Arnold, I.R. Richards, Empson, Ransom, Russian Formalists, Jakobson, etc.).	. Individual meetings with students/ encouragement of students to discuss paper topics outside the class room with the instructor	Midterms and final exams Quizzes and Mids Assignments and Response-papers.
3.0	Cometence		
3.1	Ability to use literary and academic English, particularly in writing).	Encourage students to make extensive use of material on the web	Allot marks for the use of web-based material in students' presentations

3.2	Use of electronic journals and data base	Encourage students to consult the specialist in the computer lab for help on web- based material	Distribute rubric at beginning of assignment so students know what they will be evaluated on
..	Use of PowerPoint and laptop – projector systems	Require the use of PowerPoint when giving presentations	

Historical and Comparative Linguistics (ENGL 422)

Learning Outcomes		Code of learning Outcome in the Program
1. Knowledge		
1.1	Identify main ideas, concepts, terms, etc., of Historical and Comparative Linguistics.	K2
1.2	Discuss the link between the history of a language and its present situation. List major language families of the world, with a particular emphasis on Indo-European languages	K2
1.3	Point out the key factors causing language change, main types of change and its processes.	K1
1...	Define Borrowing, Grammaticalisation, Reanalysis, Lexicostatistics, etc.	K5
2. Skills		
2.1	Discuss key issues in Historical Linguistics and Comparative Linguistics such as Language Change, Language Families, Borrowing, Language Death/Attrition, Lexicostatistics, etc.	S2
2.2	- Compare and contrast some languages (e.g. English and Arabic) drawing on their histories, families and processes involved in language change. -Compare and contrast other issues in Historical Linguistics and Comparative Linguistics (differences between British English and American English). - Discuss the issue of Contrastive Analysis (Transfer).	S2

2.3	Link some phenomena such as the discrepancies between English pronunciation and English spelling to historical reasons behind it (e.g. Great Vowel Shift, GVS) (<i>see also the outcomes of ENGL 322 History of English</i>).		S1
2...	Develop a few research skills in the context of Historical and Comparative Linguistics (writing a research summary/response-paper on a given topic).		S3
3.Cometence			
3.1	Students can make use of the knowledge and practices they gain in the study of Historical Linguistics and Comparative Linguistics to improve their English proficiency, particularly in writing and speaking. This awareness can help them improve their attitudes of World Englishes , accents and dialects and understand the importance of getting exposed to them through the Internet.		C1
3.2	Gaining problem-solving skills (e.g. by making use of comparing and contrasting skills obtained from the course).		C2
3.3	Developing team work skills (this involves interdependent skills-intra/inter-team skills).		C1
3...	Gaining time management skills (e.g. from working on a project and completing it in due time; meeting a deadline, etc.).		C3

4. Teaching and Evaluation

Code	Learning Outcomes	Teaching Strategies	Methods of Evaluation
1.0	Knowledge		
1.1	Identify main ideas, concepts, terms, etc., of Historical and Comparative Linguistics.	Lecturing & Discussion	Post-class quiz and discussion+ mid & final exams.
1.2	Discuss the link between the history of a language and its present situation. List major language families of the world, with a particular emphasis on	Mixed methods, lecturing, class discussion, individual and class tasks.	Post-class quiz and discussion+ mid & final exams.

	Indo-European languages		
..	Point out the key factors causing language change, main types of change and its processes.	Mixed methods, lecturing, class discussion, individual and class tasks.	Post-class quiz and discussion+ mid & final exams.
	Define Borrowing, Grammaticalisation, Reanalysis, Lexicostatistics, etc.	Mixed methods, lecturing, class discussion, individual and class tasks.	Post-class quiz and discussion+ mid & final exams.
2.0	Skills		
2.1	Discuss key issues in Historical Linguistics and Comparative Linguistics such as Language Change, Language Families, Borrowing, Language Death/Attrition, Lexicostatistics, etc.	Lecturing , Discussion , Student data projector presentation.	A task /quiz involving getting students to write/talk about Language Families, Language Change, Borrowing, Attrition, Contrastive analysis, Typology, etc.
2.2	<p>- Compare and contrast some languages (e.g. English and Arabic) drawing on their histories, families and processes involved in language change.</p> <p>-Compare and contrast other issues in Historical Linguistics and Comparative Linguistics (differences between British English and American English).</p> <p>- Discuss the issue of Contrastive Analysis (Transfer).</p>	Mixed methods, lecturing, class discussion, individual and class tasks. (getting them to research and write examples of Arabic and English differences; BE and AE differences, etc.)	A task involving getting students to research language families and the differences between Arabic and English, BE and AE, etc.
..	Link some phenomena such as the discrepancies between English pronunciation and English spelling to historical reasons behind it (e.g. Great Vowel	Lecturing & Class Discussion.	Response paper

	Shift, GVS) (see also the outcomes of ENGL 322 History of English).		
	Develop a few research skills in the context of Historical and Comparative Linguistics (writing a research summary/response-paper on a given topic).	Lecturing & Class Discussion	Post-class quiz
3.0	Cometence		
3.1	Students can make use of the knowledge and practices they gain in the study of Historical Linguistics and Comparative Linguistics to improve their English proficiency, particularly in writing and speaking. This awareness can help them improve their attitudes of World Englishes , accents and dialects and understand the importance of getting exposed to them through the Internet.	Lecturing, Class discussions & presentations.	Response papers and assignments + Mid & Final exams.
3.2	Gaining problem-solving skills (e.g. by making use of comparing and contrasting skills obtained from the course).	Mixed methods, lecturing, class discussion, individual and class tasks (getting them to draw trees on the board.	A set of quizzes and response papers.
..	Developing team work skills (this involves interdependent skills-intra/inter-team skills).	Task-based teaching	Checking if tasks are completed successfully and in time.
	Gaining time management skills (e.g. from working on a project and completing it in due time; meeting a deadline, etc.).	Lecturing & task-based teaching.	Setting deadlines for assignments, projects and response papers.

Language and Diplomacy ENGL 423

Learning Outcomes		Code of learning Outcome in the Program
1. Knowledge		
1.1	Define basic concepts and approaches in the study of the role of language in diplomacy	K1

1.2	Describe the different general features and characteristics of the language of diplomacy (particularly English).		K1
1.3	Identify the common features and dynamics of negotiation in diplomatic contexts.		K5
1...			
2. Skills			
2.1	Analyse Euphemisms and Political Correctness strategies in diplomatic and international relationships exchanges and texts.		S2
2.2	Discuss the relevance of Peace Linguistics, Linguistic Rights and World Englishes to the study of language and diplomacy and international dialogue.		S2
2.3	Analyze diplomatic texts and discourses (including multimodal materials) to find out and discuss cases of: (speech acts, discourse acts, the unsaid, face and politeness patterns/practices, ambiguity, hedges, implicatures, framing and reframing, logical fallacies, rhetoric and modern persuasion strategies, etc) .		S1
2...	Develop a few research skills in the context of Language and Diplomacy (e.g. writing a research summary/response-paper on a given topic).		S3
3.Cometence			
3.1	Making use of what they have learnt from the course, students sharpen their critical thinking via uncovering some of the various subtleties of diplomatic language (such as discovering the functions of ambiguous words and phrases in diplomatic language along		C1

	with linguistic behaviour like euphemistic expressions, hedges, etc.).		
3.2	Gaining problem-solving skills drawn from the set of skills and knowledge obtained from the study of the use of language in diplomacy.		C1
3.3	Developing team work skills and spirit making use of the knowledge and skills obtained from the course.		C2
3...	Gaining time management skills making use of the knowledge and skills obtained from the course.		C3

4. Teaching and Evaluation

Code	Learning Outcomes	Teaching Strategies	Methods of Evaluation
1.0	Knowledge		
1.1	Define basic concepts and approaches in the study of the role of language in diplomacy	Lecturing & Discussion	Post-class quiz and discussion+ mid & final exams.
1.2	Describe the different general features and characteristics of the language of diplomacy (particularly English).	Mixed methods, lecturing, class discussion, individual and class tasks.	Post-class quiz and discussion+ mid & final exams.
..	Identify the common features and dynamics of negotiation in diplomatic contexts.	Mixed methods, lecturing, class discussion, individual and class tasks.	Post-class quiz and discussion+ mid & final exams.
2.0	Skills		
2.1	Analyse Euphemisms and Political Correctness strategies in diplomatic and international relationships exchanges and texts.	Lecturing , Discussion , Student data projector presentation.	A task /quiz involving getting students to write/talk about Euphemisms and Political Correctness).
2.2	Discuss the relevance of Peace Linguistics, Linguistic Rights and World Englishes to the study of language and	Mixed methods, lecturing, class discussion, individual and	A task involving getting students to research the contribution of

	diplomacy and international dialogue.	class tasks. (getting them to research and write on background knowledge structures, etc.)	Peace Linguistics, Language Rights and World Englishes to resolving conflicts and promoting peace)
..	Analyze diplomatic texts and discourses (including multimodal materials) to find out and discuss cases of: (speech acts, discourse acts, the unsaid, face and politeness patterns/practices, ambiguity, hedges, implicatures, framing and reframing, logical fallacies, rhetoric and modern persuasion strategies, etc) .	Lecturing & Class Discussion.	Response paper on one or more of these issues(e.g. finding out speech acts, the unsaid and avoidance strategies or hedges in diplomatic discourse).
	Develop a few research skills in the context of Language and Diplomacy (e.g. writing a research summary/response-paper on a given topic).	Lecturing & Class Discussion	Post-class quiz Response paper
3.0	Cometence		
3.1	Making use of what they have learnt from the course, students sharpen their critical thinking via uncovering some of the various subtleties of diplomatic language (such as discovering the functions of ambiguous words and phrases in diplomatic language along with linguistic behaviour like euphemistic expressions, hedges, etc.).	Lecturing, Class discussions & presentations. Relevant tasks	Response papers and assignments + Mid & Final exams.
3.2	Gaining problem-solving skills drawn from the set of skills and knowledge obtained from the study of the use of language in diplomacy.	Mixed methods, lecturing, class discussion, individual and class tasks (getting them to draw trees on the board.	A set of quizzes and response papers.
..	Developing team work skills	Task-based	Checking if tasks

	and spirit making use of the knowledge and skills obtained from the course.	teaching	are completed successfully and in time.
	Gaining time management skills making use of the knowledge and skills obtained from the course.	Lecturing & task-based teaching.	Setting deadlines for assignments and response papers.

Language Evaluation and Assessment (ENGL 424)

Learning Outcomes		Code of learning Outcome in the Program
1. Knowledge		
1.1	Define key ideas, concepts and terms in language evaluation and assessment.	K3
1.2	Outline main types of language testing and question types Essay, Semi-Essay, Completion, Multiple-choice, True-False, etc.,).	K1
1.3		
1...		
2. Skills		
2.1	Distinguish between Norm-referenced and criterion-referenced tests. Write good and effective language tests of various sorts; Listening and speaking, reading, writing, etc.	S1
2.2	Explain and discuss the new and most recent developments in the concept of Validity (esp. the growing centrality of Construct Validity).	S2
2.3		
2...		
3.Cometence		

3.1	1. Students can complete test assignments in due time; 2. 3. Students can act responsibly and ethically in conducting their work; 4. Students can communicate, negotiate and evaluate their strengths and weaknesses as team members.		C1
3.2	Students can actively and critically participate in class activities in the context of writing and evaluating tests.		C2
3.3			
3...			

4. Teaching and Evaluation

Code	Learning Outcomes	Teaching Strategies	Methods of Evaluation
1.0	Knowledge		
1.1	Define key ideas, concepts and terms in language evaluation and assessment.	<ol style="list-style-type: none"> 1. Lectures 2. Class discussion 3. Sample questionnaires 4. Collaborative learning/Team work 5. Use predicting skills. 6. Field work study 	<ol style="list-style-type: none"> 1. Class participation 2. Quizzes 3. Class presentations based on outside reading activities to be covered 4. Midterms/open ended and objective type questions 5. Home Assignments 6. Final written exam
1.2	Outline main types of language testing and question types Essay, Semi-Essay, Completion, Multiple-choice, True-False, etc.,).	<ol style="list-style-type: none"> 1. Lectures 2. Class discussion 3. Sample questionnaires 4. Collaborative learning/Team work 5. Use predicting skills. 6. Field work 	<ol style="list-style-type: none"> 1. Class participation 2. Quizzes 3. Class presentations based on outside reading activities to be covered 4. Midterms/open ended and objective type

		study	questions 5. Home Assignments 6. Final written exam
..			
2.0	Skills		
2.1	<p>Distinguish between Norm-referenced and criterion-referenced tests.</p> <p>Write good and effective language tests of various sorts; Listening and speaking, reading, writing, etc.</p>	<p>1. Lectures by teaching students how to study and analyze data critically; 2. Class work, discussion and activities by enabling them to think independently and engage in group discussions; 3. Peer and Group Discussion by enabling students to solve matters for themselves by themselves; 4. Student meetings and consultations to discuss relevant issues.</p>	<p>1. Class participation 2. Presentations 3. Home Assignments 4. Midterms and exams 5. Group assignments 6. Quizzes</p>
2.2	Explain and discuss the new and most recent developments in the concept of Validity (esp. the growing centrality of Construct Validity).		
..			
3.0	Cometence		
3.1	<p>1. Students can complete test assignments in due time; 2. 3. Students can act responsibly and ethically in conducting their work; 4. Students can communicate, negotiate and evaluate their strengths and weaknesses as team members.</p>	<p>1. Lectures wherein students learn how to manage time; 2. Class discussions with students on ethical behavior in doing research; 3. Individual counseling on</p>	<p>1. Performance on quizzes, mid-term test and final written exam shows how students recall and synthesize information; 2. Individual and group assignments as evidence to</p>

		<p>language study difficulties; 4. Group work activities and assignments with students explaining, discussing and defending their own ideas with their peers.</p>	<p>accomplishing tasks and meeting deadlines; 3. Active class participation as evidence of students' ability to handle the course readings and assignments; 4. Professor's assessment of students' performance and serious inside and outside class</p>
3.2	<p>Students can actively and critically participate in class activities in the context of writing and evaluating tests.</p>	<p>students learn how to manage time; 2. Class discussions with students on ethical behavior in doing research; 3. Individual counseling on language study difficulties; 4. Group work activities and assignments with students explaining, discussing and defending their own ideas with their peers.</p>	<p>. Performance on quizzes, mid-term test and final written exam shows how students recall and synthesize information; 2. Individual and group assignments as evidence to accomplishing tasks and meeting deadlines; 3. Active class participation as evidence of students' ability to handle the course readings and assignments; 4. Professor's assessment of students' performance and serious inside and outside class</p>
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425 ENGL Special Topics in Linguistics

Learning Outcomes	Code of learning Outcome in the Program
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1. Knowledge			
1.1	Identify main ideas, concepts, terms, etc., of the topics selected and discussed in the course showing a profound understanding of them.		K1
1.2	Demonstrate knowledge and skills related to the topics discussed in the course.		K2
1.3			
1...			
2. Skills			
2.1	Discuss profoundly some key issues of language relevant to the special topics studied during the course.		S1
2.2	Show high critical thinking skills in the context of reading the assigned texts, discussing, analysing and summarising them.		S2
2.3	Write up a response paper on each of the topics following the class discussion/seminar.		S3
2.4	Develop a few refined research skills in the context of the special topics selected, investigated and discussed throughout the course.		S4
3. Competence			
3.1	Depending on the topics studied, students display independent thinking and ability to read critically and synthesise assigned materials.		C1
3.2	Display good problem-solving skills in the light of the knowledge and practices gained from special topics studied in the course.		C2
3.3	Develop team work skills		C3

	from their work on project and group discussions/presentations of the particular topics examined in the course.		
3.4	Develop some stress management skills along with a few other soft communication skills from their work on project, assignments, presentations and other tasks.		C4

4. Teaching and Evaluation

Code	Learning Outcomes	Teaching Strategies	Methods of Evaluation
1.0	Knowledge		
1.1	Identify main ideas, concepts, terms, etc., of the topics selected and discussed in the course showing a profound understanding of them.	Lecturing & Discussion	Post-class quiz and discussion+ mid & final exams.
1.2	Demonstrate knowledge and skills related to the topics discussed in the course.	Mixed methods, lecturing, class discussion, individual and class tasks.	Post-class quiz and discussion+ mid & final exams.
1.3			
2.0	Skills		
2.1	Discuss profoundly some key issues of language relevant to the special topics studied during the course.	A task /quiz involving getting students to write/talk about the topics discussed in the class.	Lecturing , Discussion , Students' data projector/power point presentations.
2.2	Show high critical thinking skills in the context of reading the assigned texts, discussing, analysing and summarising them.	A task involving getting students to research compare and contrast different issues of language and linguistics relevant to the course.	Mixed methods, lecturing, class discussion, individual and class tasks.
1.3	Write up a response paper on each of the topics	Response paper- other relevant	Lecturing & Class Discussion.

	following the class discussion/seminar.	tasks.	
1.4	Develop a few refined research skills in the context of the special topics selected, investigated and discussed throughout the course.	Project Report/response papers	Lecturing & Class Discussion
3.0	Competence		
3.1	Depending on the topics studied, students display independent thinking and ability to read critically and synthesise assigned materials.	Lecturing, Class Discussions & Presentations. Relevant tasks	Response papers and assignments + Mid & Final exams.
3.2	Display good problem-solving skills in the light of the knowledge and practices gained from special topics studied in the course.	Mixed methods, lecturing, class discussion, individual and class tasks.	A set of quizzes and response papers.
1.3	Develop team work skills from their work on project and group discussions/presentations of the particular topics examined in the course.	Task-based teaching	Checking if tasks are completed successfully and in time.
1.4	Develop some stress management skills along with a few other soft communication skills from their work on project, assignments, presentations and other tasks.	Lecturing & task-based teaching.	Setting deadlines for assignments and response papers.

426 ENGL Language Teaching Methods and Approaches

Learning Outcomes		Code of learning Outcome in the Program
1. Knowledge		
1.1	Compare and evaluate current methods and approaches of and English Language Teaching Define key concepts in language teaching: Method, Approach, Strategy, Technique,	K1

	etc.		
1.2	Review and evaluate empirical Teaching Methods in the field, and assess how far it confirms/ disconfirms particular learning theories.		K2
1.3	Carry out small scale analyses of methods and approaches from a variety of theoretical perspectives (e.g. task-based teaching or micro-teaching).		K3
1.4	Evaluate language instruction in the light of developments in ELT.		K4
2. Skills			
2.1	Compare and contrast traditional and modern methods of EFL.		S1
2.2	Discuss the problems and challenges of implementing Communicative language teaching in Saudi Schools.		S2
2.			
2.			
3.Competence			
3.1	Students can complete assignments in due time.		C1
3.2	Students can participate in class discussion and could think independently and critically.		C2
3.3	Students can act responsibly in carrying out individual as well as group assignments		C3
3.4	Students have the important skills to communicate, listen, negotiate, and evaluate their strengths and		C4

	weaknesses as members of a team (<i>learn inter-team and intra-team skills from micro-teaching and peer teaching</i>).		
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4. Teaching and Evaluation

Code	Learning Outcomes	Teaching Strategies	Methods of Evaluation
1.0	Knowledge		
1.1	Compare and evaluate current methods and approaches of and English Language Teaching Define key concepts in language teaching: Method, Approach, Strategy, Technique, etc.	Lectures Class discussion Communicative drills	Class participation Quizzes .
1.2	Review and evaluate empirical Teaching Methods in the field, and assess how far it confirms/ disconfirms particular learning theories.	Collaborative learning/Team work Use predicting skills	Midterms/objective type questions
1.3	Carry out small scale analyses of methods and approaches from a variety of theoretical perspectives (e.g. task-based teaching or micro-teaching).	-Regular homework	Home Assignments
1.4	Evaluate language instruction in the light of developments in ELT.	- Micro-teaching and peer teaching	Project Final exam
2.0	Skills		
2.1	Compare and contrast traditional and modern methods of EFL.	Lectures / teaching students how to use Reading material	Class participation Presentations Home Assignments
2.2	Discuss the problems and challenges of implementing Communicative	Class discussions / teaching students to think	Midterms and exams Group assignments Quizzes Project

	language teaching in Saudi Schools.	independently and engage in group discussions & practice Group / pair work will be encouraged.	
3.0	Competence		
3.1	Students can complete assignments in due time.	Students are made aware of the significance of time management in teaching learning process	Active class participation reflects the students ability to keep up with the reading schedule effectively
3.2	Students can participate in class discussion and could think independently and critically.	Individual counseling on writing difficulties	The habit of doing homework will certify to the student's ability to fulfill assignments and respect deadlines
1.3	Students can act responsibly in carrying out individual as well as group assignments	Group work and pair work that encourage the student to explain, discuss and defend his/her own ideas with his/her peers.	Performance on midterms and final exams are evidence of the student's ability to recollect and synthesize information
1.4	Students have the important skills to communicate, listen, negotiate, and evaluate their strengths and weaknesses as members of a team (<i>learn inter-team and intra-team skills from micro-teaching and peer teaching</i>).	Micro-teaching and peer teaching	Instructor's assessment of student's performance and seriousness during individual supervision hours

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Learning Outcomes	Code of learning Outcome in the Program
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1. Knowledge			
1.1	Enhance students' knowledge of language		K1
1.2	Abreast the students of the nature and process of learning and acquisition.		K2
2. Skills			
2.1	Making them aware of Theories of Learning		S1
2.2	Brain Structure and Language Areas		S2
2.			
2.			
3. Competence			
3.1	Describe various theories of Psycholinguistics		C1

4. Teaching and Evaluation

Code	Learning Outcomes	Teaching Strategies	Methods of Evaluation
1.0	Knowledge		
1.1	Enhance students' knowledge of language	Lectures	Question Answer
1.2	Abreast the students of the nature and process of learning and acquisition.	Lectures	Question Answer
2.0	Skills		
2.1	Making them aware of Theories of Learning	Lectures	Question Answer
2.2	Brain Structure and Language Areas	Visual demonstrations	Visual Presentations
3.0	Competence		
3.1	Describe various theories of Psycholinguistics	Talks and Lectures teaching learning process	Quizzes, Tests

Learning Outcomes		Code of learning Outcome in the Program
1. Knowledge		
1.1	To be able to select a research design that is appropriate to a research topic.	K1
1.2	Ability to plan research project and set a road map for completing it.	K2
1.3	Contemplate and identify the complexities of attempting to put theory into practice.	K3
1.4	To be able to select a research design that is appropriate to a research topic.	K4
2. Skills		
2.1	- Discussing with the supervisor of the project which topic to select. - distinguish between a subject and a topic (narrowing it down as the project proceeds).	S1
2.2	- Collecting, analysing and interpreting data. -Writing a conclusion.	S2
2.3	Evaluating existing research and developing new ones.	S3
2.		
3.Competence		
3.1	- Discussing with the supervisor of the project which topic to select. - distinguish between a subject and a topic (narrowing it down as the project proceeds).	C1
3.2	- Collecting, analysing	C2

	and interpreting data. -Writing a conclusion.		
3.3	Evaluating existing research and developing new ones.		C3

4. Teaching and Evaluation

Code	Learning Outcomes	Teaching Strategies	Methods of Evaluation
1.0	Knowledge		
1.1	To be able to select a research design that is appropriate to a research topic.	Lecturing Individual conferences	Presenting chapters of the project
1.2	Ability to plan research project and set a road map for completing it.	Lecture and power point presentation	Providing a written outline of the project
1.3	Contemplate and identify the complexities of attempting to put theory into practice.	Lecture and power point presentation	Observation and discussion.
1.4	To be able to select a research design that is appropriate to a research topic.	Lecturing Individual conferences	Presenting chapters of the project
2.0	Skills		
2.1	- Discussing with the supervisor of the project which topic to select. - distinguish between a subject and a topic (narrowing it down as the project proceeds).	power point presentation and whole group and small group discussion	Periodic reports on what has been achieved of the project
2.2	- Collecting, analysing and interpreting data. -Writing a conclusion.	Individual conferences with instructors and attending online resources.	Written pieces of the project
2.3	Evaluating existing research and developing new ones.	Individual conferences with instructors and attending online resources.	Periodic reports on what has been achieved of the project
2.4			
3.0	Competence		

3.1	<ul style="list-style-type: none"> - Discussing with the supervisor of the project which topic to select. - distinguish between a subject and a topic (narrowing it down as the project proceeds). 	<p>power point presentation and whole group and small group discussion</p>	<p>Periodic reports on what has been achieved of the project</p>
3.2	<ul style="list-style-type: none"> - Collecting, analysing and interpreting data. -Writing a conclusion. 	<p>Individual conferences with instructors and attending online resources.</p>	<p>Written pieces of the project</p>
1.3	<p>Evaluating existing research and developing new ones.</p>	<p>Individual conferences with instructors and attending online resources.</p>	<p>Periodic reports on what has been achieved of the project</p>

