كلية العلوم والدراسات الانسانية برماح

جامعة المجمعة
Majmaah University

DEPARTMENT HANDBOOK

Department of English
College of Science and Humanities in Rumah

1441-1442 H
2020-2021

Department of English	
Title: Department Handbook	
Version 2	Date: 18/2/2020
Recommended:	Vice Dean for Quality & Development
Approved by:	Head of the department Dr. Nouf Alkarzae

كلية العلوم والدراسات الانسانية برماح

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1. Introduction

English Language Department is one of the departments at the College of Science and Humanities in Rumaah. The English Language department was established in 2011-2012 and has offered language courses for all majors in the College of Science and Humanities in Rumaah. The department set out to establish a good contact with the other English departments at the local level, making use of their experiences. The major objective of the department is to promote and develop the English language proficiency for the students. The English language courses designed by the Department introduce students to the fundamental skills that are essential for them as readers, learners, and communicators.

The program employs focused strategies, level specific instructional materials and prepare the students for real life tasks. The classroom conditions serve as conducive atmosphere which engage students in critical and creative thinking skills. As for the methodology, it focuses on practical application of modern techniques, measured progress, and language exposure. A set of customized and validated measurement tools such as tests, quizzes, class discussions, and assignments-both face-to-face and online record students' progress periodically are provided.

The department seeks to provide students with rich English environment where native-like English speakers provide the students with golden learning opportunities for communication skills. The courses have been designed to help students assimilate the new academic transition from teaching to lecturing, namely, reading, writing, listening, and speaking. The teaching faculty of the English Language Department is well qualified with experience ranging from four to more than twenty years.

2. Dean’s Message

It is my great pleasure to welcome you at English language Department. I, also, seize this opportunity to congratulate you on choosing the College of Science and Humanities at Rumaah as podium for achieving your education and career goals.

Our college is one of the edifices of this generous country. It has spared no effort through its graduates and faculty members in contributing to the development and prosperity witnessed by Saudi Arabia. The College of Science and Humanities at Rumaah is one of twelve colleges affiliated to Majmaah University. The College was founded in 1431H, consisting of the following specialties: Islamic Studies Department, English language Department, and Business Administration Department (Female and male sections). The teaching process is conducted by distinguished teaching staff members who are devoted to develop the level of the College by encouraging and supporting scientific research and contribute to the comprehensive academic construction process.

I sincerely invite you to learn more about all features of each program.

Best Regards

The Dean of the College
Dr. Bandar Bin Abdul Aziz Al-Yahiya

3. Head's Message

In the name of Allah, the most gracious and most Merciful,

Praise to Allah, Lord of the Worlds, and prayers and peace be upon the most honourable creation of God, Muhammad, peace and blessings be upon him.

Welcome to English Language Department

This guide includes the main features, which give a clear picture for those who intend to get acquainted with the department closely. This guide consists of the visions, missions, and goals of the department, as well as working committees, graduate specifications, career opportunities, and a description**.**

Dear readers,
As you know, the English language has become an indispensable requirement in all branches of knowledge and the labour market. On the backdrop of this, the English language department was established in the governorate of Ramah in 2010-2011, as per the directives and follow-up of the University President Dr. Khaled bin Saad Al-Muqrin. The department is keen to provide students with a wide spectrum of opportunities in an academic and scientific atmosphere that meet their expectations, fulfil their ambitions, and sharpen their critical thinking that go in line with the university's goals.

The department has a constellation of distinguished faculty members with diverse experiences, whom the university administration was keen to select with precision and eagerness to be the best ambassadors to transfer knowledge to our students.

Head of English Language Department

Dr. Nouf Abdullah Alkarzae

4. Visions

4.1 University Vision

To work according to the principle of integration and establish the concept of modern management.

4.2 College Vision

Providing distinguished educational and research programs through study programs and plans of quality standards and academic accreditation in order to qualify national cadres capable of serving society, enhance professional responsibility, and meet the needs of the local labor market, and the framework.

4.3 Department Vision

To achieve distinction and leadership academically and professionally according to a theoretical and practical method keeping pace with the times and satisfying society needs and scientific research requirements.

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5. Missions

5.1 University Mission Statement

To offer educational programs with high quality as well as funding all types of research projects and social initiatives that contribute in achieving the sustainable development. We also committed to instil the concept of patriotism and educate students about the culture and heritage of the country.

5.2 College Mission Statement:

To provide high-quality educational and research programs through academic programs and plans that observe the criteria of quality and academic accreditation for preparing national leaders able to serve the society and to enhance the concept of professional responsibility and meet the needs of the job market both locally and regionally.

5.3 Department Mission Statement:

"Providing quality academic and professional training in the disciplines of English literature, linguistics, and translation; alongside a constant endeavour and commitment to promote scientific research and community service that contribute to attaining sustainable development."

6. Goals

6.1 University Goals

The University goals are as following:

1. Show Islamic values and ethics in all walks of life.
2. Deliver the information to the public quickly and easily and respond to their inquiries.
3. Establish the principle of cooperation where each individual be part of an integrated system.
4. Care for confidentiality in all aspects of treatments and transactions.

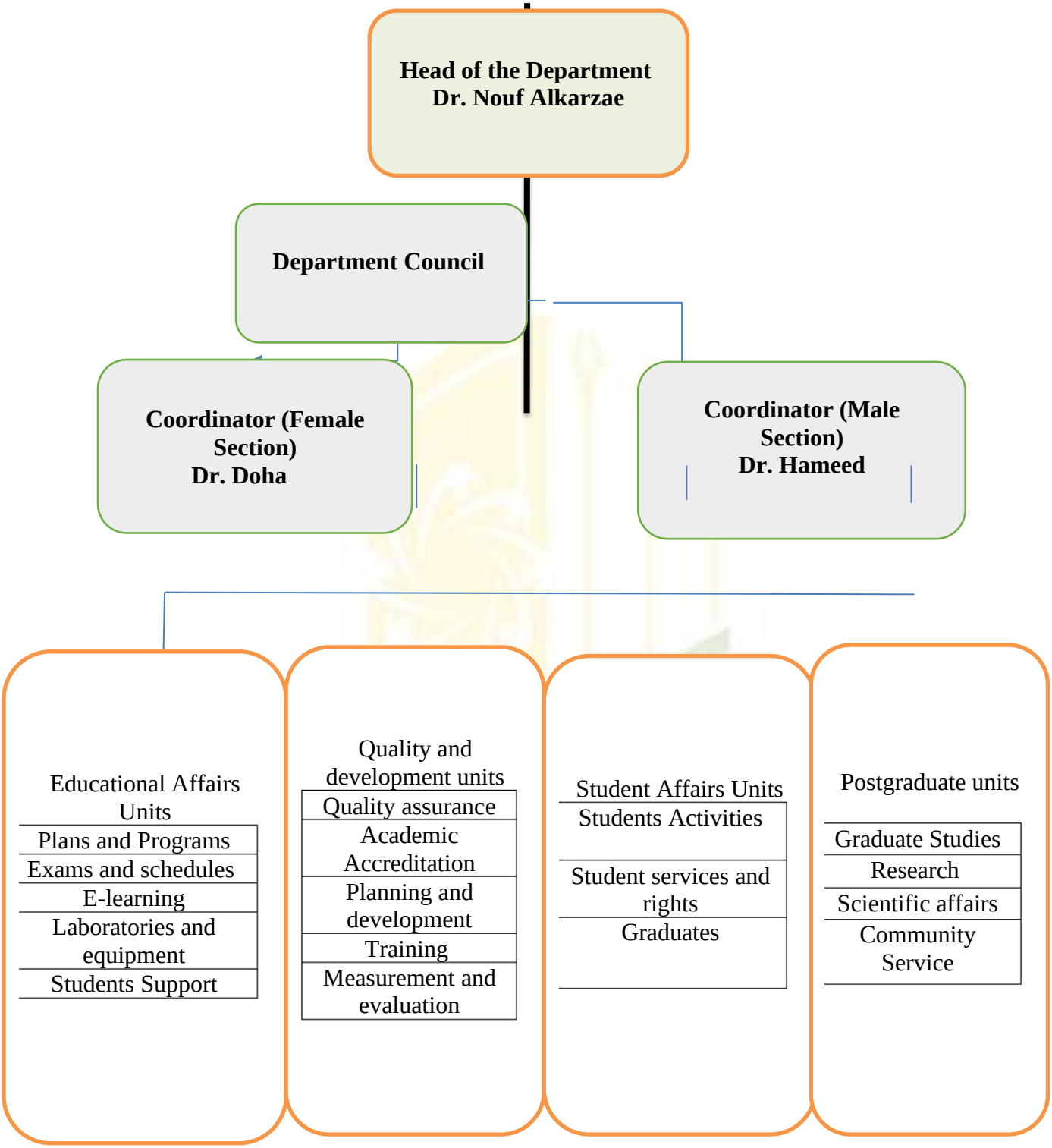
6.2 College Goals: The College goals are as following:

1. Completion of the administrative structure of the College.
2. Attract a sufficient number of teaching staff.
3. Provide a stimulating Environment for academic and administrative work.
4. Improve its educational processes.
5. Achieve excellence in education, scientific research, and community service.
6. Get the academic recognition of the College.
7. Adopt and develop standards that achieve and ensure quality performance and output.

6.3 Department Goals: The department goals are as following:

1. Preparing and training competent graduates in the disciplines of linguistics, translation and literature with pertinent technology awareness for higher studies, to meet the job market needs and contribute to societal sustainable collaborations.
2. Enriching academic research in the disciplines of literature, applied and descriptive linguistics, sociolinguistics and translation.
3. Providing community services in terms of general proficiency and English for Specific Purposes, i.e. English language courses (e.g., diplomas, public lectures, social activities, visits and tours, particular awareness-raising campaigns, etc.).
4. Fostering a conducive academic and social environment, which can raise awareness of the latest developments in the fields of English language among students as well as faculty.

7. Department Chart



8. Program Management

8.1 Reasons for Establishing the Program:

1. While the previous program's aim was to prepare and train students to work almost solely as EFL school teachers, this program intends to prepare them for a wide range of language-related jobs, including but not limited to: Linguists and Applied Linguists, Teachers, Translators, Journalists, Presenters, Diplomats, University Teaching Assistants, Language Counselors and Consultants, etc. This is consistent with the official developmental and educational priorities of the Kingdom of Saudi Arabia (Vision 2030).
2. The need to cater for the aspirations of the new Saudi generation and youth for whom English is the key to the modern world.
3. The necessity of coping with a variety of swift changes in the fields of English, Linguistics, Translation, and Literature that have swept these areas during the past few years.
4. Economic, social and cultural reasons:

a) The program is needed to prepare the Saudi youth to avail job opportunity in various professional fields such as English teachers, translators, coordinators, researchers, reporters, presenters, diplomats, involving all jobs that need English communication.
b) Raising the social and cultural standards of the Saudi family and its income.
c) Promoting cultural and scientific collaboration between different nations.
d) Improvement of the welfare of the citizens of the Kingdom of Saudi Arabia.
e) Incorporation of technology and internet in developing language skills and translation skills.
f) Fostering cultural and religious tolerance.
g) Providing competent translators for both public and private sectors.
h) Meeting the job requirements for a few new emerging domains of applied linguistics (Forensic Linguistics, Ecolinguistics, etc.).
i) Keeping abreast of the latest developments in all the English language related fields.

The Department of English does its best to improve all aspects related to quality and education. For this reason, the first thing the Department has focused on is to obtain a license for the program by the Ministry of Education. This would establish the position of the program and ensure that graduates would be issued certificates carrying the name of the department. It would also make all faculty keen on exerting their best efforts because they feel that such efforts will be appreciated and will not go in vain. The department filled in an application for this license and prepared a comprehensive plan covering all the necessary points required by the concerned authorities. This endeavor was met with success when the department was granted this license just one month after the beginning of the second semester of the academic year 1436-1437. This has

been a collective effort on the part of the faculty members led by the head of the department.

The Department Council is the main governing body of the department. It is chaired by the head of the department and includes faculty as members. The council undertakes the decision-making process depending on consultations and discussions between the faculty and the head of the department. The council includes both male and female faculty belonging to different nationalities. This helps to enrich discussions since each member offers his own specific experiences and the final decision is made by the majority vote. The Department Council meets at least twice a month. However, if an urgent issue turns up, a special meeting is called for .

The main responsibilities of the teaching faculty are well defined in the Policies and Procedures of the English Department. Such policies and procedures organize work at the program and ensure that faculty and staff duties are consistent with the laws in practice. After obtaining the license, the department is now considered a single academic unit chaired by the head of the department. The program coordinator assumes responsibility in case of the head's absence. This ensures that work goes on smoothly without any hindrances. The department council is also responsible for forming committees to handle different issues at the program.

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9. Department Committees

9.1 Institutional Context Committee

- Teaching and Learning Quality Committee
- Student Learning Support Committee
- Infrastructure Support Committee
- Social Contributions Committee

9.2 Academic Affairs Committees

- Academic Plans and Programs Committee
- Teaching and Learning Excellence Committee
- Education Technology Committee
- Assessment Committee

9.3 Students' Affairs Committees

- Students' Activities Committee
- Academic Advising and Students' Rights Committee
- Registration and Students' Registration Committee
- Graduate Affairs Committee

9.4 Graduate Studies and Academic Research Committees

- Graduate Studies Committee
- Academic Research Committee
- Faculty Affairs' Committee
- Scholarships and Applications Committee
- Community Service Committee

كلية العلوم والدراسات الانسانية برماح

10. Study Plan

الخطة الدراسية

الدرجة : البكالوريوس
الكلية : العلوم والدراسات الإنسانية - رماح
ساعات الخطة : 140
الفصل : 382
القسم : اللغة الإنجليزية
نوع الخطة : رئيسي
الاصدار : 4
الجنس : كليهما
التخصص : ENGR اللغة الانجليزية

رقم جلسة المجلس :
رقم جلسة العمادة :
رقم جلسة الكلية :
رقم جلسة القسم :
تاريخ جلسة المجلس :
تاريخ جلسة العمادة :
تاريخ جلسة الكلية :
تاريخ جلسة القسم :

المجموعة : إجبارية 1

الأول

رمز المقرر	اسم المقرر	س	مع	مس	سع	المتطلب	سنوي
ICENG 001	اللغة الإنجليزية العام	8				-	-
المجموع		8					

الثاني

رمز المقرر	اسم المقرر	س	مع	مس	سع	المتطلب	سنوي
ENGL 111	قواعد اللغة الانجليزية وكتابة الجملة1	3				-	-
ENGL 112	الاستماع والمحادثة 1	3				-	-
ENGL 113	القراءة وبناء المفردات 1	3				-	-
ENGL 114	الكتابة1	3				-	-
المجموع		12					

الثالث

رمز المقرر	اسم المقرر	س	مع	مس	سع	المتطلب	سنوي
ENGL 121	القواعد في سياق التواصل	2				- / ENGL 111 - س	-
ENGL 122	الصوتيات العملية	3				- / ENGL 112 - س	-
ENGL 123	القراءة وبناء المفردات 2	3				- / ENGL 113 - س	-
ENGL 124	تعلم اللغة بمساعدة الحاسب الآلي	3				-	-
المجموع		11					

الرابع

رمز المقرر	اسم المقرر	س	مع	مس	سع	المتطلب	سنوي
ENGL 211	مقدمة إلى الأدب	3				-	-
ENGL 212	الاستماع والمحادثة 2	3				- / ENGL 112 - س	-
ENGL 213	القراءة وبناء المفردات 3	3				- / ENGL 123 - س	-
ENGL 214	الكتابة 2	3				- / ENGL 114 - س	-
ENGL 215	مقدمة في اللغويات	3				-	-

المجموعة : إجبارية 1

الرابع

المجموع	15

الخامس

رمز المقرر	اسم المقرر	س	مع	مس	سع	المتطلب	سنوي
CS 101	مهارات التواصل	2				-	-
ENGL 221	مبادئ النقد الأدبي	3				-	-
ENGL 222	الرواية والمسرحية البريطانيتان	3				- / ENGL 211 - س	-
ENGL 223	الكتابة التعاونية	2				-	-
ENGL 224	مدخل إلى الترجمة	2				- / ENGL 214 - س	-
ENGL 225	اكتساب اللغة الثانية	3				-	-
المجموع		15					

السادس

رمز المقرر	اسم المقرر	س	مع	مس	سع	المتطلب	سنوي
ENGL 311	الرواية والمسرحية الأمريكيتان	3				- / ENGL 211 - س	-
ENGL 312	الصوتيات والصواتة	3				- / ENGL 122 - س - / ENGL 212 - س	-
ENGL 313	اللغويات التطبيقية	3				- / ENGL 215 - س	-
ENGL 314	علم الصرف	3				- / ENGL 215 - س	-
ENGL 315	الترجمة المتقدمة	3				- / ENGL 224 - س	-
ENGL 316	استراتيجيات تعلم اللغة	2				- / ENGL 225 - س	-
المجموع		17					

السابع

رمز المقرر	اسم المقرر	س	مع	مس	سع	المتطلب	سنوي
ENGL 321	مسح شامل للشعر الانجليزي	3				- / ENGL 211 - س	-
ENGL 322	تاريخ اللغة الانجليزية	2				-	-
ENGL 323	الثقافة والمجتمع	2				-	-
ENGL 324	الترجمة بمساعدة الحاسب الآلي	3				- / ENGL 215 - س	-

س : سابق مع : المعدل التراكمي كمتطلب سع : ساعات كمتطلب
م : متزامن مس : مستوى كمتطلب

الخطة الدراسية

الدرجة : البكالوريوس
الكلية : العلوم والدراسات الإنسانية - رماح
ساعات الخطة : 140
الفصل : 382
القسم : اللغة الإنجليزية
نوع الخطة : رئيسي
الاصدار : 4
الجنس : كليهما
التخصص : ENGR اللغة الانجليزية

رقم جلسة المجلس :
رقم جلسة العمادة :
رقم جلسة الكلية :
رقم جلسة القسم :
تاريخ جلسة المجلس :
تاريخ جلسة العمادة :
تاريخ جلسة الكلية :
تاريخ جلسة القسم :

الفئة : متطلبات الجامعة

المجموعة : إجبارية 1

السابع

رمز المقرر	اسم المقرر	س	مع	مس	سع	المتطلب	سنوي
ENGL 325	اللغويات الاجتماعية	3				ENGL 215 - / س	-
NS 101	مهارات عددية	2				-	-
المجموع		15					

الثامن

رمز المقرر	اسم المقرر	س	مع	مس	سع	المتطلب	سنوي
ENGL 411	مناهج البحث	3				-	-
ENGL 412	علم الدلالة والتداولية	3				ENGL 215 - / س	-
ENGL 413	علم النحو	3				ENGL 215 - / س	-
ENGL 414	تحليل الخطاب	3				ENGL 314 - / س	-
ENGL 415	موضوعات خاصة في الترجمة	3				ENGL 224 - / س	-
ENGL 416	اللغويات البينية	2				ENGL 215 - / س	-
المجموع		17					

التاسع

رمز المقرر	اسم المقرر	س	مع	مس	سع	المتطلب	سنوي
ENGL 421	النقد الأدبي المتقدم	2				ENGL 221 - / س	-
ENGL 422	اللغويات التاريخية والمقارنة	3				ENGL 215 - / س	-
ENGL 423	اللغة والدبلوماسية	2				ENGL 215 - / س	-
ENGL 424	التقويم اللغوي	2				ENGL 313 - / س	-
ENGL 425	قضايا خاصة في اللغويات	2				ENGL 215 - / س	-
ENGL 426	مناهج واستراتيجيات تدريس اللغة الانجليزية	3				ENGL 313 - / س ENGL 316 - / س	-
ENGL 427	اللغويات النفسية	2				ENGL 215 - / س	-
ENGL 428	مشروع التخرج	2				ENGL 411 - / س	-
المجموع		18					

المجموعة : إختيارية 1 (6)

رمز المقرر	اسم المقرر	س	مع	مس	سع	المتطلب	سنوي
SALM 101	المدخل إلى الثقافة الاسلامية	2				-	-
SALM 102	الاسلام وبناء المجتمع	2				-	-
SALM 103	النظام الاقتصادي في الاسلام	2				-	-
SALM 104	أسس النظام السياسي في الاسلام	2				-	-
المجموع		8					

س : سابق
م : متزامن
مع : المعدل التراكمي كمتطلب
مس : مستوى كمتطلب
سع : ساعات كمتطلب

الخطة الدراسية

الدرجة : البكالوريوس
الكلية : العلوم والدراسات الإنسانية - رماح
ساعات الخطة : 140
الفصل : 382
القسم : اللغة الإنجليزية
نوع الخطة : رئيسي
الاصدار : 4
الجنس : كليهما
التخصص : ENGR اللغة الانجليزية

رقم جلسة المجلس :
رقم جلسة العمادة :
رقم جلسة الكلية :
رقم جلسة القسم :
تاريخ جلسة المجلس :
تاريخ جلسة العمادة :
تاريخ جلسة الكلية :
تاريخ جلسة القسم :

الفئة : متطلبات الجامعة

المجموعة : إختيارية 2 (2)

رمز المقرر	اسم المقرر	س	مع	مس	سع	المتطلب	سنوي
ARAB 101	المهارات اللغوية	2				-	-
ARAB 103	التحرير العربي	2				-	-
المجموع		4					

الفئة : متطلبات الجامعة

المجموعة : إختيارية 3 (4)

رمز المقرر	اسم المقرر	س	مع	مس	سع	المتطلب	سنوي
SOCI 101	قضايا مجتمعية معاصرة	2				-	-
ENT 101	ريادة الأعمال	2				-	-
FCH 101	الأسرة والطفولة	2				-	-
HAF 101	أساسيات الصحة واللياقة	2				-	-
LHR 101	الأنظمة وحقوق الانسان	2				-	-
VOW 101	العمل التطوعي	2				-	-
المجموع		12					

س : سابق
مع : المعدل التراكمي كمتطلب
سع : ساعات كمتطلب
م : متزامن
مس : مستوى كمتطلب

11. Brief Module Description

(1) Grammar and Sentence Writing

This course is designed for the undergraduate English-majored students. There is no pre-requisite to this course. The aim of this course is to develop the abilities of the students to use and understand the basic sentence structures effectively.

General Objectives:

- ✓ To help students express themselves in good English orally and writing.
- ✓ To help students identify and use the basic parts of the English sentence.
- ✓ To help students use simple sentence structure.
- ✓ To help students use 'to be' and 'to do' in written and oral communication.
- ✓ To help students use adverbs of frequency correctly.
- ✓ To help students use the present progressive and the past simple correctly.
- ✓ To help students identify and use nouns and pronouns correctly.
- ✓ To help students use punctuation correctly.

(2) Listening and Speaking (1)

The course aims to train the students to develop their speaking and listening skills so that at the end of the course they will be able to handle specific communicative tasks. The focus of the course will be on practical language use. Every student will perform these tasks numerous times within the class. Extensive use will be made of audio and visual materials to train the students to listen to language used in different situations. Intonation drills will be covered so that students can produce language that approximates native language rhythms.

General Objectives:

- ✓ Understand the main and secondary ideas of listening material.
- ✓ Improve students' developmental skills approach that encourages speaking, listening, writing, and reading abilities through a wide variety of exercises.
- ✓ Taking notes on specific information and discern subtle differences of ideas and shades of meanings.
- ✓ Introduce students to a wide range of exercises designed to get students to talk about their ideas, their everyday lives, and their environment.
- ✓ Identifying stated illocutionary force and differentiate fact from opinion.
- ✓ Inferring main idea and perceiving implicit as well as explicit relationships between words, sentences, and ideas.

Reading &Vocabulary1

This course is designed for undergraduate English majored students. The aim of this course is to develop the abilities of the students to read and understand a simple text and guess the meanings of words, identify topic sentence, supporting details and concluding sentences effectively. And also, the students can make inferences and summarize a passage.

General Objectives:

- ✓ To encourage the students to read a short, simple passage effectively.
- ✓ To encourage the students to skim and scan for specific and general details.
- ✓ To encourage the students to identify topic sentence, supporting details and concluding sentence.
- ✓ To find answers and questions in the passage.
- ✓ To predict or guess the meanings from the context.
- ✓ To summarize the main idea and make inferences from punctuations and examples.

Translation 1

The course aims at introducing students to and training them in reading strategies and skills. It will address the following skills and strategies: mechanics of reading, reading techniques (elementary skimming and scanning), vocabulary skills (use of contextual, syntactic, and morphological clues to improve vocabulary comprehension) and extracting general information.

General Objectives

By the end of this course, students should be able to:

- ✓ Answer relevant comprehension questions on any given text.
- ✓ Apply different reading techniques: elementary skimming and scanning.
- ✓ Use contextual, syntactic, and morphological clues to guess the meaning of new vocabulary and to extract general meaning.

Writing I ENGL

Different types of paragraphs will be introduced, compared and practiced on. In particular, descriptive, process, opinion and narrative paragraphs will be emphasized. In addition, students will particularly practice argumentation and persuasion strategies, comparing and 4 contrasting along with discussing techniques in writing (all contributing to critical thinking through critical writing). Furthermore, modern and postmodern techniques of writing including how technology has influenced writing, writing and identity and writing and culture will preferably be touched on. Students will be constantly reminded that writing is a continuous process of rewriting and redrafting and that is what most good writers actually do. They should also be taught to avoid bad writing habits/techniques such as verbosity, repetition,

vagueness and rambling through a text. Punctuation as an important part of the mechanics of writing will continuously be emphasized throughout the course.

General Objectives

- ✓ Identify the contents of a paragraph.
- ✓ Empower students with the tools and mechanics to communicate effective through writing.
- ✓ Brainstorm ideas about a topic.
- ✓ Use bottom-up, top-down and interactive writing strategies.
- ✓ Use correct and effective punctuation.
- ✓ Discuss the role of topic sentence, theme statement, theme paragraph, supporting sentences and concluding sentences/paragraph.
- ✓ Write a descriptive paragraph/argumentative paragraph.
- ✓ Write a personal narrative.
- ✓ Write a good letter.

Computer -Assisted Language Learning

This course provides students with a fundamental understanding of the principles underlying the use of computer technology in language learning and teaching as well as hands-on activities of designing and producing computer assisted language learning (CALL) programs and materials. The topics include computer and Internet basics, principles of computer assisted language learning, CALL software and website evaluation, using technology to teach/learn 4 listening, speaking, reading, and writing skills, web-based CALL activities, using computer mediated communication in language learning and teaching, and designing and creating CALL activities and programs.

General Objectives

The learners are expected to:

- ✓ Understand the general operating principles of electronic technologies, hardware and software.
- ✓ Learn vocabulary related to computer-assisted second and foreign language learning.
- ✓ Experiment with and evaluate current computer applications in second and foreign language learning.
- ✓ Learn how to design and integrate computer work into second and foreign language courses. E. Review and evaluate current research in CALL.
- ✓ Develop and articulate different usage of computers in developing language skills.

Reading & vocabulary building -2-

The focus of this module is to improvise the reading skills that the learners have acquired in the preliminary reading courses. The learners will be exposed to a variety of English texts to comprehend the meanings and ideas. The strategy will be to remove scaffolding gradually and lead the students to autonomous reading comprehension. Since vocabulary is a key factor in better reading, the students will be exposed to blocking vocabulary for decoding meanings, 4 identifying forms and the usages in academic career. Activating prior knowledge allows students to tap into what they already know, building on this knowledge, and stirring a curiosity for more knowledge. Hence, pre-reading will involve skimming, guessing meaning and predicting meaning. Interactive reading aims to equip the learners with gist reading, reading for specific details and inferring ideas etc. Post-reading activities will be selected for the learners to develop analytical acumen and critical thinking by means of quizzes, summary writing, outlining, collaborative reading activities and creative testing. With a major thrust on academic reading skill, the course also aims to flow into integrated skills. Reading activities will also engage the leaners in productive skills to demonstrate the knowledge and information acquired as such.

General Objectives

Students should be able to:

- ✓ Develop a selection of pre-reading strategies to improve the likelihood of comprehension. Objective.
- ✓ Develop key reading sub-skills such as a) skimming, b) scanning, c) identifying the main ideas of texts or paragraphs, and d) guessing vocabulary from context.
- ✓ Taking notes from the complex reading texts.
- ✓ Comprehend the textual reading materials and summarize them.

Practical Phonetics

This course trains the students to distinguish between correct and incorrect pronunciation of the English sounds, before proceeding to develop their pronunciation skills. The course deals with vowels, consonants, accentuation and rhythm, and intonation. The recorded drills form an integral part of the course. One more area of interest is vocabulary building. This cover analyzing affixes, understanding compound words, identifying antonyms and synonyms, recognizing word families and identifying spelling variations.

General Objectives

Students should be able to:

- ✓ Increased exposure to English pronunciation;
- ✓ Increase use of web based language analysis materials;
- ✓ Regularly change and update textbooks and references;

- ✓ Encourage students to do practical phonetic study;
- ✓ Increased use of e-linguistics; and;
- ✓ Set up a students' language and linguistics club.

Communicative Grammar

This course builds on ENGL 111 (Grammar and Sentence Writing), and continues its philosophy of Focus-on-Form Approach to teaching grammar. As such, the course aims to develop students' Communicative Competence marked by combining fluency with grammatical appropriateness via integrating grammar instruction and grammar practice with 4 always a communicative approach to language teaching in mind. This course puts the accent on the actual act of communication. Thus, language structures are not supposed to be taught in isolation but integrated to the four skills of language and practiced in a meaningful context. The students must understand a grammatical structure and be able to use it in a variety of situations spontaneously and not just learn the patterns at the utterance level.

General Objectives

1.Helpg students engage in conversational English for real-life communicative purposes.
2. Enable students to perform certain language functions using appropriate Grammar and Vocabulary.
3. Raise students' consciousness with the ways in which grammatical structures convey different meanings in written compositions.
4. Familiarize students with specific grammatical structures and categories for academic texts such as describing, defining, writing summaries, turning notes into essays.

Poetry

This course is primarily designed to train students to define poetry as a specific literary genre and distinguish it from other literary genres. Paraphrase and summarize a poem in order to understand its meaning, analyse imagery and figurative language as elements of poetry, and Write an analysis of a poem in Standard English.

General Objectives

- ✓ Define poetry as a specific literary genre and distinguish it from other literary genres.
- ✓ Paraphrase and summarize a poem in order to understand its meaning.
- ✓ Analyse imagery and figurative language as elements of poetry.
- ✓ Identify speaker, tone, situation, and setting as elements of poetry and connect these elements to the meaning of the text.

- ✓ Analyse sound and rhythm as elements of poetry and understand their role in making meaning in the text.
- ✓ Write an analysis of a poem in Standard English.

Essay Writing

This course teaches students practice in producing the longer and substantial essay of several paragraphs. Attention will be given to the process of developing formal argumentative essays and the short research paper. Emphasis will be given to rules of evidence and the methods of presenting it to support the points of view used. This should prepare the students to write a term paper of 1250 or more words in which they show the ability to handle the mechanics of research and to synthesize the findings of their readings from secondary sources.

Grammar will be emphasized throughout the course. Verb tenses, modifiers, rules of punctuation, relative pronouns, and prepositions will all be especially stressed.

General Objectives

- ✓ Write longer and substantial essays of several paragraphs on ***unseen*** topics.
- ✓ Apply two types of essay writing, mainly the classification and process – analysis essays.
- ✓ Apply new methods of development used in the aforementioned types of essay writing.
- ✓ Use correct grammar in the following points: tenses, modifiers, rules of punctuation, relative pronouns, and prepositions.
- ✓ Produce essays free of dangling modifiers, run-on sentences incorrect antecedents, and sentence fragments Write research papers in which they analyse a work of their choice.

Linguistics II

This course contain of basic concepts in the areas of pragmatics, psycholinguistics, and sociolinguistics. The nature of the discipline of linguistics, its branches, and its relations to other disciplines, such as sociology, psychology, and philosophy. . How language is used in context in view of the most important pragmatic theories: speech acts, Grice's maxims, and politeness theory, and of how shared knowledge plays a role in the linguistic choices we make. The relationship between language and the brain.

General Objectives

By the end of the course, students must be able to

- ✓ Define the basic concepts of pragmatics.

- ✓ Apply the theoretical concepts of speech act theory and politeness theory to linguistic situations.
- ✓ Explain the role of context in interpreting utterances in relation to speech acts, maxims, and politeness choices.
- ✓ Define the basic concepts of Neurolinguistics: language and the brain.
- ✓ Explain the relationship between language and the brain.

Phonetics

This course trains the students to distinguish between correct and incorrect pronunciation of the English sounds, before proceeding to develop their pronunciation skills. The course deals with vowels, consonants, accentuation and rhythm, and intonation. The recorded drills form an integral part of the course.

General Objectives

- ✓ Recognize sounds.
- ✓ Distinguish between different sounds.
- ✓ Classify sounds using phonological terminology.
- ✓ Use proper intonation pattern.
- ✓ Transcribe English words using the IPA.
- ✓ Correctly pronounce English words.

Introduction to English Literature

This course explores the literature of America over almost 200 years, from the Colonial period to the Reconstruction era. It focuses first on the 1620's when the Puritans started immigrating to the New World. Next, it focuses on the 18th century, the Age of Reason, which culminates in the American Revolution 1775-1783.It also discusses the impact of John Locke and Newton on the writing of this period. Afterwards, it looks at the 19th century and discusses the impact of ideal philosophy on the thinking of the American Renaissance. The last stop will be with the Reconstruction era, the Years after the Civil War (1865).

General Objectives

- ✓ Analyse the social and political circumstances which affected the thought and traditions of the prominent writers of America and the literary movement.
- ✓ Discuss the different social, economical and political experiences which exist in the American literature.
- ✓ Explain the characteristics of the American literature and the elements needed to
- ✓ Analyse American literary works of their own choice and on their own.
- ✓ Write research papers in which they analyse a work of their choice.

Applied Linguistics

The course introduces students to some basic issues in applied linguistics that pertain to second language learning and teaching.

General Objectives

- ✓ Recognize domains of applied linguistics in solving second language learning problems.
- ✓ Explain the main theories of second language learning.
- ✓ Compare and contrast the different theories of second language acquisition.
- ✓ Identify individual factors affecting second language acquisition.
- ✓ Identify main teaching methods.
- ✓ Compare and contrast teaching methods.
- ✓ Discuss issues related to second language acquisition and present opposing arguments.
- ✓ Analyse hypothetical problems related to second language acquisition and predict outcomes.

Language Acquisition

This course contain of the fundamental stages of language development from a phonological, morphological, semantic, syntactic, and pragmatic perspectives, How language evolves and changes, and the basic principles of language-learning strategies .

General Objectives

- ✓ Define the basic concepts related to fist language acquisition.
- ✓ Explain the major theoretical approaches to first language acquisition.
- ✓ Identify the various stages of language development.
- ✓ Explain the various stages of development in the different aspects of language: phonological, semantic, grammatical (morphological; syntactic), and pragmatic aspects.
- ✓ Identify the universal language learning strategies.

Romantic Poetry

This course introduces students to Romanticism and develops their understanding of its nature through a close analytical reading of assigned texts from the major poets of the period. The concept of the Romantic Imagination should be studied as a major break from the Neo-Classical Age.

General Objectives

- ✓ Discuss the English Romantic literary movement and its main figures (canonized/sub-canonized) and literary characteristics.
- ✓ Analyse the intellectual, historical, political and social background relevant to an understanding of English Romanticism.

- ✓ Read and Analyse a large selection of Romantic poems.

Shakespeare

This course provides an introductory study to Shakespeare's tragedies, comedies, and histories, and a careful study of major plays and sonnets. Shakespeare's importance as a dramatist and the enduring nature of his ideas and vision are stressed. The class may view films and live performances.

General Objectives

- ✓ Read Shakespeare's individual plays.
- ✓ Discuss the characteristics of drama as a literary genre and a theatrical event.
- ✓ Discuss Elizabethan concepts and the age of the Renaissance.
- ✓ Analyse the language, techniques, characters and themes of a Shakespearean comedy and tragedy.

Speech

This course is an introduction to speech theory from a rhetorical standpoint (i.e., the use of language to achieve specific ends or produce material effects at particular social contexts). Students will study the major principles and strategies of classical and modern rhetoric, and some of its contemporary applications and implications, focusing on the spoken aspect of rhetoric rather than the written. They will also practice listening to, analysing, and delivering speeches on certain topics and issues.

General Objectives

1. Produce both informative and persuasive presentations on several topics.
2. Discuss ideas and different topic efficiently.
3. Employ external references and statistics in a professional way.
4. Interpret the presentations topics according to the students' personal inputs, ideas, and beliefs.
5. Employ correct language and presentation skills.

Applied Linguistics

This course will survey the definition, history, and scope of Applied Linguistics. It will then primarily discuss the central theories, approaches, ideas, terms and methods of Applied Linguistics in the domain of language teaching and language learning such as EFL learners' second language learning problems, difficulties, challenges and how to solve those them, Contrastive Analysis, Error Analysis, Transfer, Approaches and Methods of Language Teaching, Linguistic Theory and Translation, Language Learning Strategies and Styles, etc. The course will then devote a module to acquainting students with a range of recent domains of the subject generally outlined above.

General Objectives

- ✓ Acquaint students with the central ideas, concepts, theories, approaches, methods, history and scope of Applied Linguistics (AL).
- ✓ Introduce students briefly to the key areas in the mainstream issues of applied linguistics: Language Learning and Teaching and Translation
- ✓ Familiarize students with the primary technical terms, key concepts, techniques, approaches and methods in the field of applied linguistics.
- ✓ Introduce students briefly to some of the innovative and recent subfields of applied linguistics.
- ✓ Describe briefly the main points of a variety of language teaching methods and see the differences between them.

English Phonetics & Phonology

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

General Objectives

- ✓ Identify and describe the basics of English pronunciation and its sound system structure.
- ✓ Pronounce English vowels, diphthongs and consonants correctly and intelligibly.
- ✓ Define Phonetics (three major sub-fields of phonetics, with particular emphasis on articulation/ organs of speech).
- ✓ Define the basic terms of Phonology and introduce supra-segments terms.
- ✓ Grasp the tenets of the English sound system and its key features, concepts, terms and functions.
- ✓ Understand and practice the key features of the supra-segmental features of English (syllable stress-connected speech features, intonation).
- ✓ Utter connected speech correctly (intonation/stress).
- ✓ Improve their pronunciation of English supra-segmental features (e.g. stress & intonation).

Language Learning Strategies

This course aims at developing writing communicative skill in academic and professional life of the learners. The basic idea is that students will learn content and language (particularly the more sophisticated language needed for academic tasks) more effectively by using learning strategies. The strategies of learning a language (L1/L2) is an interdisciplinary field of

linguistics, involving, among other disciplines, applied linguistics, psycholinguistics, sociolinguistics, language education, sociolinguistics, etc.

General Objectives

By the end of this course students will be able to:

- ✓ Identify appropriate language learning strategies.
- ✓ Distinguish between cognitive and metacognitive strategies.
- ✓ Use mnemonic language learning strategies to enhance their communicative skills.
- ✓ Analyze language learning strategies of various scholars.
- ✓ Explain learning styles. 6. Enlist the characteristics of a good learner.

Advanced Translation

This course generally focuses on various advanced issues in translation and translation studies. More specifically, it will investigate equivalence at different levels. Central translation problems will be considered and discussed. The discussions will be anchored in practical exercises and translation from English into Arabic and from Arabic into English of texts from different genres and with different communicative functions. The course includes examples and exercises from new genres such as audiovisual translation, scientific translation, oral interpreting, website translation, and news/ media translation.

General Objectives

- ✓ Outline the fundamental ideas, concepts, terms and approaches of translation and translation studies.
- ✓ Discuss some key translation problems and issues.
- ✓ Explain the complexity of meaning in the translation process.
- ✓ Practice the four skills through a variety of translation activities and tasks.
- ✓ Discuss the meaning and use of language at the deepest possible levels.
- ✓ Practice certain vocabulary, grammar points, styles, and registers through translation activities.

Morphology

This course is designed to provide students with: a working knowledge of word structure and word-formation processes, a basic understanding of a variety of word-formation processes (compounding, blending, back-formations, pullet surprises, reduplications, eponyms, clippings, acronyms, abbreviations, etc.), also skills to analyses and use English words effectively and creatively in speaking and writing. And finally, provide students with the ability to argue intelligently and soundly and to think critically, analytically and innovatively with and about language (e.g. lexical gaps and neologisms).

General Objectives: By the end of the course, students are expected to:

- ✓ To understand the nature of word formation and word structure.
- ✓ Become aware of the rules of word formation.
- ✓ To be able to change the word function (verb, noun, adjective and adverb).
- ✓ Introduces students to the fundamentals of Morphology, in general and English Morphology, in particular.
- ✓ Acquaints students with lexical knowledge, use and word-formation processes.
- ✓ Provide insights into the ongoing change of English vocabulary knowledge and practices, as a result of Internet language/Mobile (the impact of SMS and email clippings on present-day English).

Advanced Writing

This course is designed to help students to produce longer and substantial essay of several paragraphs. Attention is given to the process of developing formal argumentative essays and the short research paper. Emphasis is given to rules of evidence and the methods of presenting it to support the points of view expressed. This should prepare the students to write a term paper of 1250 words or more in which they show their ability to handle the mechanics of research and to read from secondary sources. In addition, students are encouraged to write about literature perceptively and in an organized manner.

General Objectives

- ✓ Understand the elements and strategies of argumentation.
- ✓ Critically read, analyse, and evaluate written arguments.
- ✓ Produce longer and substantial essay of several paragraphs on unseen topics.
- ✓ Employ the skills and strategies of argumentation in their argumentative writing.
- ✓ Conduct research about a certain topic or issue related to argument.

History of English Language

This is an introductory course that provides fairly substantial knowledge about how historical events in England have affected and caused changes in the language throughout different periods, Old English, Middle English and Early Modern Era. The course is bifocal. First, there is a review of the political social and intellectual factors that have determined the development of language in each period. Then, close study of the internal structure of language in each is made. The course covers both historical events as well as language development.

General Objectives Students should be able to:

- ✓ Demonstrate knowledge of the Indo-European family of languages.

- ✓ Identify historical changes: The Roman and Germanic invasions of England,
- ✓ Anglo-Saxon civilization, and dialects of Old English.
- ✓ Explain the differences in the spelling and pronunciation of Old English.
- ✓ Explain the syntax as well as vocabulary of Old English.
- ✓ Discuss Beowulf's work as an outstanding literary figure of the Old English period.
- ✓ Identify historical events relating to the Norman Conquest between 1066 & 1200 and the Re-Establishment of English from 1200 to 1500.
- ✓ Identify and explain alterations in spelling, syntax, and pronunciation of the Middle English period.
- ✓ Discuss Geoffrey Chaucer's work as a main literary figure of the Middle English period.

Morphology and Sentence Structure

This course contain of inflectional and derivational morphological processes , affixation in word formation is discussed in relation to grammatical categories and the structure of English phrases and sentences.

General Objectives: By the end of the course, students must be able to:

1. Identify types of words.
2. Identify the different types of morphemes.
3. Analyze words morphologically.
4. Identify different types of noun and verb phrases.
5. Categorize words according to their grammatical functions and positional classes.
6. Identify the different English sentence patterns.
7. Write sentences illustrating specific sentence patterns.

Linguistics III

The purpose of this course is two-fold: one is to introduce students to a variety of linguistic theories other than the "transformational" theory, (e.g. Base Syntax, lexical etc.); and the second is to select certain problems in linguistics and apply those theories to them to aid students to choose for themselves whichever theory is more suitable to their own way of thinking.

General Objectives: Students should be able to:

- ✓ Identify the basic principles characterizing each of the various schools of linguistics.
- ✓ Provide an explanation of the different linguistic theories.
- ✓ Discuss the historical development of the various theories of linguistics.
- ✓ Compare and contrast characteristics of the various approaches to language study.

Prose and Style

The course introduces students to the analysis of naturally connected discourse, spoken and written by providing them with some theoretical basis (i.e. exposing students to the different approaches to the analysis of the communicative functions of language), and more importantly providing students with tools to analyse a wide variety of discourse types.

General Objectives: Students should be able to:

- ✓ Compare between written discourse and spoken discourse.
- ✓ Define different terms of discourse analysis, pragmatics, conversation analysis, corpus linguistics, etc.
- ✓ Discuss speech act theory and politeness principle.
- ✓ Analyse the four Gricean Maxims.
- ✓ Apply the Maxims of Grice on short utterances.
- ✓ Discuss main aspects of conversation with examples.
- ✓ Identify different cohesion devices with examples.
- ✓ Explains main utterances of speech act theory.
- ✓ Define corpus linguistics.
- ✓ Discuss in details main criteria for developing a discourse analysis project.
- ✓ Understand issues to consider in constructing a corpus.
- ✓ Develop a discourse analysis project.

Victorian Poetry

This core course introduces the student to some of the prevailing themes, trends and genres in Victorian poetry. The student is expected to be acquainted with the social, political, historical and literary background of the period prior to starting the textual study of some representative poems of the era. The first three lectures of the term form the introductory form of the course, while the rest is assigned to the actual study of the prescribed texts. The three seminal poets that represent the era are: Tennyson; Browning; and Arnold, and the topics to be discussed are: The Artist and Society; Man's Identity in the World; The Dramatic Monologue.

General Objectives:

- ✓ Identify Victorian literary tradition, its main figures (canonized / sub-canonized) and literary characteristics.
- ✓ Discuss intellectual, historical, political and social issues relevant to understanding Victorian poetry.
- ✓ Analyse a large selection of Victorian poems by both male and female poets.
- ✓ Apply several critical approaches to poetry.

12. Offered Degree

When students graduate from the department of English with a degree in English, they will have a Bachelor of Arts degree or BA. He or she has to study nine complete levels.

13 Admission Requirements

The admission process for all students of MU is performed mainly electronically via the EduGate electronic system. Electronic admission starts by student's applying via the internet and ends by MU sending the acceptance letter and files of those who are accepted. A In order to accept a new student at Majmmah University the student should have the following requirements:

1) He/she holds a high school diploma or its equivalent from inside the kingdom or outside.
2) He/she should have received his high school degree or its equivalent for five years or less.
3) He/she must succeed any test/ interview appointed by the university.
4) He/she must be of good conduct.
5) He/she must get a study approval in case he works for a governmental or private sector.
6) He/she must be medically fit.
7) He/she should meet any other conditions specified by the University Council.
8) He/she should not be expelled from another university for disciplinary or educational reasons.
9) It is not permitted to accept people obtaining a bachelor's degree.
10) It is not permitted to accept students enrolled in another university degree to get another bachelor's degree from the same university or another.

Percentages	Exams
% 70	High School Average
% 65	Aptitude test

14. Academic Staff

Faculty Qualifications (Male Section)

No.	Name	Nat.	Academic Rank	Specialty Area	Graduated from	Exp. (Y)
1	Salah Al Farwan	Saudi	Associate Prof	PhD in App. Linguistics	Essex University	21
2	Hamid Mahdi	Sudanese	Associate Prof	PhD in Literature	Khartoum University	20
3	Ahmed Almenei	Saudi	Asst. Prof	PhD in App. Linguistics	University of Memphis	21
4	Najeeb Durrani	Pakistani	Asst. Prof	PhD in TESOL	Iqra University	20
5	Naser Alzaidiyeen	Jordanian	Asst. Prof	PhD in TESOL	University of Sains Malaysia	17
6	Hameed Khallaf	Egyptian	Asst. Prof	PhD in Linguistics	Ain Shams University	10
7	Sabir Ibrahim	Sudanese	Asst. Prof	PhD in Translation	Omdurman University	10
8	Abdullah Alotaibi	Saudi	Asst. Prof	PhD in App. Linguistics	University Of New Mexico	5
9	Muhammad Naeem	Pakistani	Lecturer	MA in Literature	Punjab University	12
10	Sultan Alzahrani	Saudi	Lecturer	BA in Literature	Albaha University	2

(Female Section)

No.	Name	Nat.	Academic Rank	Specialty Area	Inst.	Exp. (Y)
1	Nouf Alkarzae	Saudi	Asst. Prof	PhD in App Linguistics	Imam University	11
2	Sana Khatter	Egyptian	Asst. Prof	PhD in App Linguistics	Zagazig University	21
3	Labiba Alonazi	Saudi	Asst. Prof	PhD in App Linguistics	Imam University	10
4	Abeer Alotaibi	Saudi	Asst. Prof	PhD in App Linguistics	Imam University	8
5	Doha Shehata	Egyptian	Asst. Prof	PhD in TEFL	Monoufia University	10
6	Maria Siddiqi	Pakistani	Lecturer	MA in Literature	Punjab University	20
7	Bibi Abida Kaleem ur Rahman	Pakistani	Lecturer	MA in Literature	Peshawa University	13
8	Asiyah Alfahaid	Saudi	Lecturer	MA in Translation	Imam University	10
9	Summaira Mushtaq	Pakistani	Lecturer	MA in TEFL	Allama Iqbal Open University	10
10	Munirah Alsubaie	Saudi	Lecturer	MA in Linguistics	Imam University	9

11	Hanan Alomran	Saudi	Lecturer	MA in Linguistics	Imam University	7
12	Rabia Bibi Shirzman	Pakistani	Lecturer	MA in Literature	University of Science & IT.	7

كلية العلوم والدراسات الانسانية برماح

15. APPOINTMENT AND EMPLOYMENT PROCEDURES AND REGULATIONS

A. Faculty Appointments

Normally, an earned doctoral degree in a related discipline is required for all faculty appointments to a tenure-track position in the Department.

B. Faculty Ranks

The faculty ranks are the following:

1. Teaching Assistant
2. Instructor
3. Assistant Professor
4. Associate Professor
5. Professor

16. Examination and Grading System:

The examination and grading system of the program abide by the following regulations:

• Success in a course is usually based on the combination of a grade awarded for the course work, plus a grade for the final examination.

• Each course will have a total of 100 points, and these are distributed as follows: 60% for the coursework (quizzes, assignments, homework, mini-projects and midterm exams) and 40%for the final examination.

• The passing mark in each course is 60% out of the total. The program grading system follows the requirements at MU which is based on a maximum of 5 as shown in the following:

كلية العلوم والدراسات الانسانية بزلفي

Contact

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