

## **The Emirates College for Science & Technology**

### **The B.A in English & Literature Proposed Programme**

#### **Program Overview**

The Bachelor of Arts in English program of the Emirates College of Science and Technology (EMCST) is designed to provide a world-class bachelor's education in English that is not only nationally accredited but also globally competitive. It is also designed to produce graduates who will be professionally competent and socially responsible contributors to national development. The curriculum is based on the standards and minimum requirements of higher education and is been matched with the curricula of leading national and international academic institution's similar programs.

#### **Program Objectives:**

The program has the following objectives:

1. Produce competent graduates who are articulate speakers of English, a skill which would make them competitive leaders in the field of education.
2. Enable graduates to demonstrate a high level of English proficiency both in oral and written forms.
3. Enable graduates to analyze, synthesize and probe approaches to different human problems.

4. To enable graduates to utilize facts or information in projects on activities designated to enlighten the people or to improve their physical, intellectual, emotional, and spiritual lives.

### **Career Opportunities**

The study of English develops the skills required in the work place such as; creative problem solving, accurate research, persuasive writing and confident public speaking. It may lead to jobs in any of the following areas:

1. Advertising
2. Government and civil service.
3. Research
4. Administration
5. Public relation
6. Management
7. Radio and Television
8. Publishing and Printing
9. Language Teaching
10. Writing

### **Degree Structure**

The degree is comprised of **51** taught courses leading to the achievement of **156** credit hours to be completed in **8** semesters of **15** weeks each.

### **Courses Assessment**

Each course will be assessed by a 3 hour written examination paper, satisfactory lectures attendance, course work and effective classroom participation will also be considered.

### **List of Courses**

#### **I. University Requirement Courses (UR)= 18 crd.hrs**

Serial No.	Course Title	Crd.hrs
1.	Arabic1	3
2.	Arabic2	3
3.	Previous Knowledge 1	3
4.	Previous Knowledge 2	3
5.	Computer Skills 1	2
6.	Computer Skills 2	2
7.	Japanese Studies	2
		18

#### **II. Language Skills Development Courses (LS) =43crd.hrs**

No	Course Title	Crd.hrs
----	--------------	---------

1.	Intensive English lang. skills 1	4
2.	Intensive English lang. skills 2	4
3.	Intensive English lang. skills 3	4
4.	Intensive English lang. skills4	4
5.	Writing Skills	3
6.	Reading Skills	3
7.	Self Development	3
8.	Communication Skills 1	3
9.	Communication Skills 2	3
10.	Computer use 1	3
11.	Computer use 2	3
12.	Research Methods	3
13.	Research paper writing	3
		<b>43 crd.hrs</b>

### ***III. Specialization Courses***

#### ***I. Language & Linguistics=52crd.hrs***

No	Course Title	Crd.hrs
1.	Phonetics and phonology of English	3

2.	<b>ocabulary Building</b>	<b>3</b>
3.	<b>ern English Grammar&amp; Syntax 1</b>	<b>3</b>
4.	<b>hology and Syntax of English</b>	<b>3</b>
5.	<b>duction to linguistics</b>	<b>3</b>
6.	<b>nced Composition Writing</b>	<b>3</b>
7.	<b>ern English Grammar&amp; Syntax 2</b>	<b>3</b>
8.	<b>ourse Analysis</b>	<b>3</b>
9.	<b>rastive &amp;Error Analysis</b>	<b>3</b>
10.	<b>antics and Pragmatics</b>	<b>3</b>
11.	<b>nced Reading (selection from Essay)</b>	<b>3</b>
12.	<b>النحو</b>	<b>3</b>
13.	<b>sh for Media (ESP)</b>	<b>3</b>
14.	<b>slation Practice 1: Study of Selected Texts</b>	<b>3</b>
15.	<b>slation Practice2 : Study of Selected Texts</b>	<b>3</b>
16.	<b>o-linguistics</b>	<b>3</b>
17.	<b>graduation essay(Lang/lit)</b>	<b>4</b>
		<b>52crd.hrs</b>

## Study Plan

### Semester 1

Course Code & No	Course Title	Cr.hrs	T /hrs/wk			Pre –r
			Theory	Practice	Total	
LS 101	Intensive English 1	4	2	10	12	
Ar. 101(UR)	Arabic Lang. I	3	2	2	4	
RK. 101(UR)	Religious Knowledge1	3	2	2	4	
SS. 101(UR)	Sudanese Studies	2	2	-	2	
Com. 101(UR)	Computer Skills. I	2	1	4	6	
LS.105	Study skills	3	2	2	4	
<b>TOTAL</b>		<b>17</b>			<b>32</b>	

### Semester 2

Course Code & No	Course Title	Cr.hrs	T /hrs/wk			Pre –
			Theory	Practice	Total	
LS .202	Intensive English 2	4	2	10	12	LS1
LS204	Reading skills	3	2	2	4	Ar.1

LS 206	Oral Communication Skills 1	3	2	2	4	RK1
Ar. 202(UR)	Arabic Lang. 2	2	2	4	6	Comp
RK. 202(UR)	Religious Knowledge2	3	2	2	4	
Com. 202(UR)	Computer Skills. 2	3	2	4	6	
<b>TOTAL</b>		<b>18</b>			<b>36</b>	

### **Semester 3**

Course Code &No		Course Title	Cr.hrs	T /hrs/wk			Pre –req
				Theory	Practice	Total	
LS.303	Intensive English 3		4	2	8	10	E 202
LS.305	Writing Skills		3	2	2	4	
LS.307	Oral Communication Skills2		3	2	4	6	LS206
Lang.301	English Phonetics and phonology		3	2	2	4	
Lit.301	Introduction to English .literary genres		3	2	2	4	
Com. 311	Computer use 1		3	2	2	4	
<b>TOTAL</b>			<b>19</b>			<b>32</b>	

Course Code & No		Course Title	Cr.hrs	T /hrs/wk			Pre –req
				Theory	Practice	Total	
LS.404	Intensive English 4		4	2	6	8	LS E303
LS 406	Research Methods		3	2	2	4	
Lang.402	Selected Topic Reading		3	2	2	4	
Lang.404	Vocabulary Building		3	2	2	4	

Lang.406	Modern English grammar& Syntax 1	3	2	2	4	
Lit.402	Survey of English .lit	3	2	2	4	Lit.301
comp .406	Computer use 2	3	2	2	4	Comp.311
<b>TOTAL</b>		<b>22</b>			<b>32</b>	

### **Semester 4**

Course Code & No		Course Title	Cr.hrs	T /hrs/wk			Pre –
				Theory	Practice	Total	
Lang.503		Morphology &Syntax	3	2	2	4	
Lang.505		Introduction to linguistics	3	2	2	4	
Lang.507		ation 1	3	2	2	4	
Lang.509 (Ar)		grammar	3	2	2	4	
Lit.503		Fiction (Modern short story)	3	2	2	4	
Lit.505		World lit. in Translation	3	2	2	4	Lit.3
Lit.507		Selected texts from Arabic lit.	3	2	2	4	
<b>Total</b>			<b>21</b>			<b>28</b>	

### **Semester 5**

### **Semester 6**

Course Code & No		Course Title	Cr.hrs	T /hrs/wk			Pre –
				Theory	Practice	Total	
Lang.606		Contrastive & Error Analysis	3	2	2	4	
Lang.608		Advanced writing	3	2	2	4	



Lang.610	Modern English grammar & Syntax 2	3	2	2	4	Lang 4
Lang.612	Translation II	3	2	2	4	Lang 5
Lit.602	English Romantic Victorian Poetry	3	2	2	4	
Lit.604	Modern English Drama	3	2	2	4	
Ls.614	Writing the Research Paper	3	2	2	4	
<b>TOTAL</b>		<b>21</b>			<b>28</b>	

Course Code & No	Course Title	Cr.hrs	T /hrs/wk			Pre –
			Theory	Practice	Total	
Lang713	English for Media	3	2	2	4	
Lang.717	Discourse Analysis	3	2	2	4	
Lang.719	Semantics and Pragmatics	3	2	2	4	
Lit 705.	. 19th Century British Novel	3	2	2	4	
Lit.709	Modern African Literature	3	2	2	4	50%
Lit.721	Introduction to Literary Criticism	3	2	2	4	
Lit.723	, American literature	3	2	2	4	
<b>TOTAL</b>		<b>21</b>			<b>28</b>	

### **Semester 7**

Course Code & No	Course Title	Cr.hrs	T /hrs/wk			Pre –
			Theory	Practice	Total	
lang.806	Socio-linguistics	3	2	2	4	
Lit.810	Shakespeare plays	3	2	2	4	
Lit.814	English Novel	3	2	2	4	
Lit.816	World Lit. in Translation	3	2	2	4	Lang.
Lit/lang.820	Translation Essay Lang/lit	4	1	3	4	

TOTAL	16			20	
-------	----	--	--	----	--

## **Semester 8**

### **Courses Descriptions**

#### **I. English Language Skills Development Courses**

##### **The Intensive English Programme: (Levels 1-4)**

##### **LS101/LS 202/LS 303/LS 404.**

##### **Aims:**

1. To raise the student's English language Proficiency levels for their success in their academic courses and future careers.
2. To address knowledge and skills in listening, speaking, reading, writing, grammar and vocabulary that are necessary for student's academic and non-academic success in English.

##### **Program Strategy**

- The Intensive English programme consists of English instruction at four proficiency levels.
- The first two levels provide remedial work, instruction and practice in reading, writing, listening and speaking, vocabulary building, handwriting and computer assisted language-learning (CALL).

- The second two levels concentrate on oral and written communication skills.
- The program is skills oriented and acknowledges the needs of false beginners to follow an integrated communicative approach.

## **Descriptions**

**LS. 101Int.E.level 1      4cr.hrs**

### **Reading**

The course starts with a brief description of what reading is, the stages of the reading process and what a good reader does. Then students are exposed to different topics in order to develop basic reading skills such as identifying the topic, the supporting ideas, coherence, structure and the meaning of information / vocabulary from context etc.

### **Writing**

Students practice different sentence formation and sentences combining to produce complex sentences with ideas subordinated by adverbs, relative and adjective clauses. Students learn how to form a topic sentence and a controlling idea and expand it by way of details, examples, anecdotes etc. The rules of punctuation are also practiced.

### **Listening & Speaking**

The course develops in the students the ability to hold conversations and give a talk or presentation. It also demonstrates to them a range of listening strategies and appropriate functional strategies that facilitate communication.

## **Grammar**

The grammar component at this level focuses on the relationships among basic tenses and develops a familiarity with simple sentence structure and subject verb agreement.

<b>LS. 202.Intensive English level (2)</b>	<b>4cr.hrs</b>
--	----------------

## **Reading**

Students at this level learn to understand the main ideas in simple texts dealing with a variety of topics in familiar situations and show some ability to find meaning from context in simplified prose. Students are expected to learn how to skim, scan, predict the topic, the focus and recognize collection of key words.

## **Writing**

At this level, the writing instruction is based on further developing writing proficiency, refining the paragraph writing and utilizing appropriate details to support controlling ideas. Students are introduced to different modes and mechanical skills of writing.

## **Listening & speaking**

The listening component at this level focuses on taking notes from lectures , presentations and multimedia materials in addition to continue working on comprehending English conversation .

The speaking component focuses on what started at level I, students will continue practicing speaking mechanics such as voice projection and proper eye contact, and students will also be introduced to making oral presentations.

## **Grammar**

Grammar instruction at this level involves an introduction to complex. Ideas involving time relationships in perfect and progresses forms,

an introduction to complex sentences, active and passive voice, adjective and time clauses.

<b>LS 303.Intensive English Level (3)</b>
---

<b>4cr.hrs</b>
----------------

### **Reading**

At this level students should be able to read with understanding texts dealing with topics of interest to them. They are expected to make inferences about author, topic, and meaning, identify word definitions from context, understand the purpose and tone of text and be able to paraphrase and summarize portions of the text. Techniques for fast reading are presented and practiced.

### **Writing**

Writing instruction at this level stresses grammatical and lexical accuracy and provides practices of producing complex structures.

Development of thesis statement writing, summarizing, classifying and planning multiple paragraph composition are also practiced.

### **Listening & Speaking**

\* Listening and speaking are integrated into one core course. Students are introduced to intensive and extensive listening activities and are shown how to move from passive mode of listening to one where they can actively and critically exploit listening activities for academic purposes. Student practice getting the main idea, understanding inference, remembering the sequence of events in talk or conversation and note taking.

\* Students practice speaking in front of others with Wait-time techniques, how to ask for clarification, repetition and how to use signal expressions.

## **Grammar**

Complex grammatical forms and clause structures are introduced. Time and voice, modal verbs, determiners quantifiers, possessive, and connectors are practiced. Students will also be introduced to conditionals, adverbials noun phrase modification and infinitive verb forms.

System, subject verb agreement, adverb clauses, relative clauses, prepositions. Phrasal verbs, gerunds and infinitive will be reviewed,

**LS 404 Intensive English Level (4)**

**4cr.hrs**

## **Reading**

Students should be able to read longer prose text. They should be able to follow essential points in areas of specific interest with the ability to understand conceptually abstract and linguistically complex text of the type of the found in university reference books.

## **Writing**

The writing instruction at this level is designed to further refine the writing skills of organizing ideas, paraphrasing, summarizing and synthesizing English at an academic level to produce a coherent and well-organized short essay.

## **Listening & Speaking**

Special emphasis will be made on taking notes from live or taped academic lectures, summarizing the main ideas and identifying/extracting specific information to use for writing or discussion, the speaking skills development will encourage students to contribute to group and class discussion, present information orally to class and give opinion.

## **Grammar**

Complex structures and discourse connectors will be practiced. Previously learnt grammatical structures such as the verb system, subject verb agreement, adverb clauses, relative clauses, prepositions, phrasal verbs, gerunds and infinitives will be reviewed.

## **Recommended Course Book**

- 1) Brewster (etal) flying High(student's book, work book +CD)  
1A&1B  
2A&2B  
3A&3B  
4A&4B
- 2) Cutting Edge Series

<b>LS204. Reading Skills</b>
------------------------------

<b>3cr.hrs</b>
----------------

### **Aims:**

- To further develop comprehension and vocabulary of passage, which are stylistically, and structurally more demanding than the ones covered in levels 1-4.
- To develop critical thinking.
- To encourage students to use contextual clues to guess the meaning of newly encountered words.
- To develop basic reading skills: skimming, scanning and reading for details.

- To acquaint the students with reading strategies e.g. 3RS(Read, Review & Recite)

### **Description**

Students learn to identify the main ideas in simple texts dealing with a variety of topics in familiar situations and find meaning from context. Students are expected to learn how to skim, scan, predict the focus and recognize collocation of key words.

Students should be provided with a variety of passages to develop their vocabulary knowledge.

### **Course Materials**

1. Selected Passages
2. English Reading Comprehension book: McMillan Reasons for Reading McMillan(books+CD)

<b>LS.305: Writing Skills</b>	<b>3cr.hrs</b>
-------------------------------	----------------

### **Aims**

- To further develop the writing skills introduced in intensive English 1-4.
- To enable students to develop and connect paragraphs to construct a short essay that is both grammatically correct and appropriate to the situation,

### **Description**

#### **The course covers:-**

- Essay planning and organization of thoughts.
- Constructing topic sentences and supporting details.
- Writing of short essays.
- Techniques of exposition such as definitions, exemplification, etc.



- The course should also cover a set of writing oriented grammatical structures such as sentence compounding embedding etc.
- Mastering Writing techniques Mechanics and used in developing a topic sentence into a paragraph.

### **Course Books**

1. Blanchet & Roots: ready to write 1&2
2. Glen & Mantel: An Intermediate course in writing skills.
3. Marten & Barret: Parage. Development: A guide for students of English.
4. Jill Singleton: Writers' at Work: the Paragraph C.U.P

<b>LS. 105 Study Skills</b>	<b>3cr.hrs</b>
-----------------------------	----------------

#### **Aims:-**

- To help the students improve their study habits.
- To arm them with necessary academic skills needed for university education.

#### **Description:**

The course is designed to ease the students into their academic life. Students are instructed on:

- Proper time use.
- Proper utilization of lectures: note -taking / note making, asking for classification and making interventions.
- Library use, reference citation, etc.
- Dictionary use.
- Reading non-verbal data (graphs, charts etc).
- Reading and answering exam questions.

## **Course Books**

1. Yourkey, R.C: Study Skills for students of English .
2. Wallace ,M: study skills in English: C.U.P.
3. Hector,T&Bonsall, T.M(eds) : Successful study.

### **LS 206 Oral Communication Skills 1**

**3cr.hrs**

#### **Aims:**

- To develop better listening comprehension and speaking skills
- To improve pronunciation skills for successful communication
- To introduce the fundamentals of spoken and written English.

#### **Description**

##### **The course includes:-**

- Various listening and speaking activities.
- Speech performance with focus on general elements of speech delivery and spoken language structure (contractions, reduced speech, using voice and tone correctly, consonant combinations, stress etc.
- Pair & group work, oral presentations, watching videos, role-play, and listening and speaking exercise are used to develop oral skills needed to communicate in everyday life communication.
- Student s will be provided with simple authentic conversations to practice understanding of spoken English at different communicative situations.

##### **Course Books & Ref.**

1. Khippel,f . Keep Talking C.U.P
2. Rost, M. Listening in Action: Activities for Developing listening in lang. Education.
3. Face to face(student book,work book

4. Active listening+CD) (students book,workbook+CD)

<b>LS307 Oral Communication Skills 2</b>
--

<b>3cr.hrs</b>
----------------

**Aims:**

- To further develop more oral and written communication skills.
- To improve abilities to deal with a variety of authentic texts.
- To further develop presentation skills.

**Description**

- This course is a development of isLS208. It focuses on listening to and reading a variety of texts from different genres, in a variety of contexts, writing in appropriate register, delivering an effective presentation and participating in debates.
- Students will be provided with adequate opportunities and activities to practice listening to sustained talks given at a normal speed, taking notes and intervening.

**Reading List**

1. Dalton & Seidihofer(1999) pronunciation.
2. Face to face, intermediate(student book,workbook+CD)

<b>Com.311 Computer use 1</b>
-------------------------------

<b>3cr.hrs</b>
----------------

**Aims:**

1. To introduce computer information processing.
2. To acquaint the students with the units of computer and their function.

**Description**

**The course includes:-**

- History of the computer

- Basic computer organization: functional units, basic device, storage device, characters.
- Software, its application and system.
- Problem solving approaches etc.
- basic operation of a programming environment , networking

### **Course Materials**

Handouts by staff.

<b>Com.406 Computer use 2</b>
-------------------------------

<b>3cr.hrs</b>
----------------

### **Aims:**

- To enhance the students acquired skills in comp. 1&2
- to give them skills in word processing and various formatting of textual presentations.

### **Description**

- The course focuses on instructing the students on the techniques involved in word processing & top desk publishing.
- The art of different academic presentations, editing and photos insertions will also practiced.

### **Course book**

Handouts by staff. The students are instructed on how to collect data, evaluate source, make notes, formalize research questions, citing references and questions etc.

- Students are acquainted, through models, with the different formatting of dissertations.
- Students are expected to be prepared for the production of a dissertation upon graduation.

### **Course Books**

- 1) Royse, D, c Research Methods in social work.
- 2) Brown (2002) Doing second lange.Research:O.U.P.

<b>Ls.614 Writing the Research Paper</b>
--

<b>3cr.hrs</b>
----------------

**Aims:-**

- To introduce the students to data collection facilities, and sources evaluation.
- To train them on the formatting of research papers.

**Description:**

- The students are instructed on the use of electronic search facilities, data collection and interpretation, citations of quotations, paraphrase and synthesis of information.
- They are exposed to different formatting of research paper and references citation.
- Students select a topic (Lang/lit) assemble a bibliography and create a plan for a research paper.

**Reading List**

1. Dean, J. Understanding Research in serial language learning.
2. Loaster,J.D:Writing Research paper a complete guide

**II. Specialization Courses**

**1) Language**

<b>lang.301.Phonetics &amp; Phonology of English</b>
--

<b>3cr. hrs</b>
-----------------

**Aims:-**

- To give the general theoretical background about speech sounds.
- To explain how English is pronounced (RP).

- To improve the students understanding of the sound system of English and hence enhance their speaking and listening skills.

**Description:**

The course familiarizes the students with a description of the speech and sound production mechanism. Students receive practice in phonetic transcription and ear- training and pronunciation. The course will also show how sounds in English are organized and distributed. Knowledge of the phonemic system are intonation and stress pattern in addition to practice in transliteration also introduced.

**Course Books & Reading List**

1. Roach .P.(2000) English Phonetics & Phonology.
2. Crystal D. (1991) A. Dictionary of English Phonetics and phonology C,UP

<b>Lang.406 Modern English Grammar &amp; Syntax 1</b>	<b>3cr. hrs</b>
---	-----------------

**Aims:-**

- To provide practical study of English grammar.
- To provide functional description syntactic categories.

**Description:**

- The grammar at this level focuses on the relationship among basic tenses and develops a familiarity with simple sentence structure and subject verb agreement.

- It also covers levels of analysis, scale of rank, word order, sentence patterns and structural positions, function words and sequence of tenses.

### **Course Books & References**

1. Lobeck, Ann (2002) Discovering grammar: An Introduction to English sentence structure O.U.P. Oxford.
2. Collins, P (2000): English grammar: An Introduction. McMillan London.
3. Murphy, R, (1999) English grammar in use .C.U.P.
4. Ward haugh ,R, (2002) Understanding English grammar, Blackwell oxford.
5. Azar,B, Grammar of English.

<b>Lang. 404 Vocabulary Building</b>
--------------------------------------

<b>3cr. hrs</b>
-----------------

### **Aims:-**

- To introduce the students to various vocabulary building strategies to help them develop their vocabulary knowledge.
- To enable students to learn systematically the meanings of words.
- To learn vocabulary related concepts e.g. collocation, idioms etc.
- To orient them to the use of English –English Dictionary.

### **Description:**

Words structure (affixes and combining forms) and the use of dictionaries are examined and practiced. Strategies for enlarging students' vocabulary and vocabulary related concepts of collocation, semantic range, lexical sets, idioms etc. are introduced.

Other word formation processes e.g. compounding. clipping, coinage , borrowing etc. are also introduced

### **Course Books & Reading List**

1. Palurbo, L& Gail (1992): vocabulary for a new world.
2. Redman's,(1997) : English vocabulary in use pre-intermediate & Intermediate C.U.P
3. Katomba, F, ENGLISH WORDS.
4. Yale .G: the study of language. C.U.P
5. McCarthy (etal) : English Vocabulary in Use: Elementary & Intermediate.

<b>Lang.503.Morphology &amp; Syntax</b>
---

<b>3cr.hrs.</b>
-----------------

### **Aims:-**

- 1- To sensitize the students to the rules of word formation
- 2- To demonstrate the relationship between syntax and morphology.
- 3- To train the students in using varied structures when writing and speaking.

### **Description:**

The course provides an introduction to the study of words formation and the internal structure of words, giving knowledge of morphemes and the morphological rules of the language. The structure of sentences and the grammatical relation and restriction governing matters such as word order, grouping of words and use of syntactic categories will also be introduced.

### **Course Book & References:**

1. Bower, L, (1983) Word Formation.Cambridge, Cambridge University press.



2. Tomri, O (1977) The Morphology & Syntax of present day English, Heinemann Educational Book LTD.
3. Yule G (1997) the study of Language.

<b>Lang.610. Modern English Grammar &amp; Syntax 2      3cr.hrs</b>
---

**Aims:-**

- To introduce the students to the descriptive analysis of sentence constituents, in the light of modern syntactic theories and models of analysis.
- To continue an in depth study of English grammar.
- To provide the students with the principles and techniques of English Syntax.

**Description:**

- The course complements the grammar component covered in English Grammar& Syntax1& in the intensive English Prog.(1-4) Here the students review analysis of sentence constituents and examine syntactic processes such as sentence composition , word order, coordination, subordination, complexity and related logical connectors.
- Sentence constituents will be described using different syntactic theories, i.e. ICA, Tree diagrams etc.
- There structure rules, transformational rules will be introduced.

**Course Books & References**

1. Green BaumeR, :A college grammar of English.
2. Co-Built grammar
3. Azar,B, understanding 7 using English grammar.
4. Redford A,(2001) : An Introduction to English Syntax  
Redford: transformational grammar: A first course.

**Lang.505: Introduction to Linguistics**

**Aims:-**

- To Introduce the Students to the field of linguistics.
- To provide foundation concepts and terminology.
- To provide information about the analysis and description of human languages.
- To raise awareness about the nature of language and its relation to society, psychology etc

**Description:**

- The course is an introduction to the scientific study of language: scope and concepts and of the main concerns of modern linguistics; phonetics, phonology, syntax and semantics. Practical analysis and problem solving are introduced.
- Other branches of linguistics, such as psycholinguistics, historical, applied etc will also be introduced.

**Reading List**

1. Barbe, rc, he English language: A Historical Introduction C.U.P.
2. Yule: the study of language C.U.P.
3. Ogrady,WM(.etal) (1996) contemporarylinguistics:An Introduction. st.Martins press .
4. Ralph W.(etal) An Introduction TO LANGUAGE. N.Y C.U.P.

<b>g. 606 Advanced Writing</b>	<b>3cr.hrs.</b>
--------------------------------	-----------------

**Aims:-**

- 1- To further practice the writing functions necessary for academic education.
- 2- To analyse an essay to show its logical components.

- 3- To enable the students to achieve the goal of writing to meet the academic/professional needs.

**Description:**

This course enables the students to practice particular kind of writing known as the essay. Students practice writing personal reflections, or analyse a variety of topics of increasing complexity and length. Few model essays are to be examined: After class discussions the students should be able to write essays without artificial reference provided by the model.

**Course Book & Ref:**

1. Inhoof& Hudson: four paragraph to Essay Longman.
2. Langan J: college writing skills with Reading
3. Oshinma, A. Introduction to Academic writing.

<b>lang.717. Discourse Analysis</b>
-------------------------------------

<b>3cr.hrs</b>
----------------

**Aims:-**

- To develop an awareness of the differences between spoken and written discourse.
- To help the students identify and employ cohesive devices
- To sensitize them to the effect of situation and context on the formality and informality of language.

**Description:**

- This course introduces the students to the features of written and spoken discourse. The students learn to identify concepts like focus, coherence and cohesion, topic and reference, the role of context in interpretation, information structure, background

knowledge and how sentences can be manipulated to achieve effect.

- A variety of activities to introduce the models and tools of texts analysis will be introduced.

### **References:**

- 1- Brown, G&Yule G (1983) Discourse Analysis
- 2- Cook,G(1989): Discourse O.U.P.
- 3- Stubbs,M(1998) Discourse Analysis.
- 4- Gee,J.P: An Introduction to Discourse Analysis.

<b>lang. 710. Semantics and Pragmatics</b>	<b>3crd.hrs</b>
--	-----------------

### **Aims:**

1. To provide an introduction to the main semantic phenomena of natural languages and concepts in semantics and pragmatics.
2. To introduce the students to various theories of meaning and wordand sentence structure.

### **Description:**

- This course covers areas of semantic structure of English clauses and sentences, vocabulary, the structure of the lexicon and semantic fields. It focuses on the problem of synonymy and near synonymy antonymy; ambiguity stylistically marked lexical items and semantic interpretation. Course content includes the theories of meaning, sense and reference, denotation, extension and metaphor.

- The students will be familiarized with the pragmatics of how the context can affect meaning.
- It handles the relationship between implicature, explicature and pre-supposition, and the role of participants illocutionary acts etc.

**Reading List:**

1. Kreidler.c.w: Introducing English Semantics.
2. Larson R, Gabriel,S. Knowledge of Meaning: An introduction to semantic theory. MIT press.
3. Palmer: Semantics.
4. Yule: pragmatics: A course book. C.U.P
5. Cruse, A, Meaning in language.
6. Tuen "text and Eplorations in Semantics and Pragmatics of Discourse"
7. Locher: Power and Politeness in Action.

<b>Lang.713. Sociolinguistics</b>	<b>3cr.hrs</b>
-----------------------------------	----------------

**Aims:**

- To familiarize the students with the basic concepts and notions concerning the relationship between language and society.
- To expose the students to social and cultural factors that affect language variation.

**Description**

- The course covers definition and scope of the term "Sociolinguistics"
- It provides background information on the role and function of language in society and language variations.

- Essential linguistic notions about language varieties; formal and non-formal, standard and dialects, idiolects, will be introduced.
- Students should be exposed to topics such as language functions in social contexts within and across speech communities, Lang. and gender, social class and ethnicity, bilingualism and Multilingualism code-switching, code mixing, pidgins, lang. Change and Lang, maintenance.

### **Course book& Ref**

- 1) Hymes: foundations in Socio-linguistics
- 2) Trudged: Socio-linguistics: An Introduction
- 3) Bell Rt: Socio-linguistics: goals, approaches and problems,;2<sup>nd</sup> edition.

<b>Lit/lang. 820.Graduation Dissertation (Lang/Lit)</b>	<b>4cr. hrs</b>
---	-----------------

### **Aims:**

1. To enable the students to apply their knowledge of research methods.
  - o To ensure that they gained enough knowledge and skills to enable them to write long essays.

### **Description**

2. Each student is to choose a topic on language or literature and seek approval by a supervisor. An acceptable proposal will be agreed upon before commencing the writing.

3. Each student will be required to produce a computer processed essay of not less than 5-10 thousand words before the end of semester 8.

## **Translation Practice 1**

**Lang.507 Study of Selected Translated Texts 1**

**3cr.hrs**

### **Aims:**

- To raise awareness about translation know how.
- To demonstrate the necessary stages for translating a written text and keeping away from literal translation.
- To raise the students' awareness of the differences between Arabic and English, and to reinforce knowledge of the two languages.

### **Description**

#### **The course:**

- What is translation? As a process and product
- Different approaches to translation.
- The translation process and the difference between translation for the purpose of learning the language and the contextual translation.
- Translation of selection of short texts, Proverbs and anecdotes is practiced.

### **Course Material**

- Handouts will be prepared by the teaching staff.
- Budick & Iser (eds) the translatability of cultures.

**lang.612. Translation Practice 2 :Study of Selected Texts 3cr.hrs**

## **Translation Practice**

### **Aims:**

- To put theory into practice.
- To give the students a chance to translate various texts.
- To accumulate glossaries of vocabulary of various registers.
- To highlight syntactic differences between English & Arabic.
- To reinforce skills and knowledge acquired in lang.507

### **Description**

- The course is designed to further equip the students with basic skills of translation and cover various registers
- Texts will be selected from areas such as social science politics, environment, politics; international affairs etc. translation of sentences to exemplifying syntactic differences between English & Arabic will be practiced.
- Students should practice solving translation problems such as formal and dynamic equivalence and culture based expressions: idioms, proverbs.

### **Course Material**

- Texts will be selected and prepared by staff.
- Baker " In other words: A course Book on Translation.

## **02. Advanced Reading (Reading Selections from essay) 3cr.hrs**

### **Aims:-**

- To reinforce the skills introduced and practiced in Intensive English 1-4.
- Improve comprehension and retention of written documents.



- practice reading extended non-fiction (the essay)

**Description:**

- The course involves integrating related groups of distinct reading skills, skimming, scanning surveying, predicting generalizing, inferring etc. It provide the students with critical reading skills and timed readings.
- Students will read essay and or excerpets from essays by 19<sup>th</sup> and 20<sup>th</sup> century essayists.
- They will have training in vocabulary, comprehension and the analysis of essays.

**Reading selection for List**

1. Richard Readings for adults : Longman
2. Concepts for today.
3. Zukowski. J. Faust etal: In context.
4. English for today.

<b>Lang.713.English for Media</b>	<b>3cr hrs</b>
-----------------------------------	----------------

**Aims to:-**

- Acquaint the students with the variety of English used in journalism and mass-media.
- To increase their ability to comprehend and evaluate news in English.

**Description:**

Students will be introduced to the methods of register analysis. Then they are required to capture news and other journalistic writings on TV, radio, news papers and news-related periodicals. They analyse them and isolate the distinctive features of each. By the end of the course they are expected to have acquired the related vocabulary and improved their reading and listening comprehension skills in general and in

relation to current events, they are also expected to write short news bulletins and news paper articles.

### **Course Materials**

- To be prepared by staff.

**lang. (A) 509.Arabic Grammar 3cr hrs النحو العربي**

### **الأهداف:**

- 1-تمكين الطالب من استخدام قواعد اللغة استخداما سليما.
- 2-تعريف الطالب بالأصول النحوية ومدلولاتها لتجنب الأخطاء اللغوية والنحوية.
- 3- التركيز على مجالات في النحو لربط الطالب بمجال تخصصه في الانجليزية

### **توصيف المقرر:**

يحتوي المقرر على المفردات الآتية:-

4. تركيب الجملة الأسمية والفعلية.
5. المبني للمعلوم وتحويله للمبني للمجهول.
6. أسلوب الشرط
7. جملة صلة الموصول
8. التعريف والتنكير
9. إعمال المصدر واسمه

### **المصادر والمراجع:**

- النحو الوافي : عباس
- مفتي اللبيب لأبن هشام

- شرح قطر الندى وبل الصدى- لابن هشام

<b>Lang.606. Contrastive and Error Analysis</b>	<b>3crd hrs</b>
---	-----------------

**Aims**

1. To sensitize the students to the differences between English and Arabic languages
2. To train students on how to analyze and explain errors

**Description**

- This course gives the students practice in applying language theories to understand the difference between English and Arabic languages.
- It introduces the objective of the C/A hypothesis and methods of analysis. It focuses on selected areas of the sound system, word formation, grammatical and syntactic structure found in both languages.
- It also introduces them to the study of the factors that influence and characterize second language learners system and of theories of inter language and language learning. Practical analysis of errors of learners/ of English will be focused on.
- The ultimate goal of the course is that students will be aware of potential errors / differences when learning English or translating to or teaching it.

**Reading list:**

1. James c (1980) : Contrastive Analysis Longman , London
2. Corder, p.(ed) The Edinburgh Course in Applied linguistics vol 1-3
3. Odlin , T: language Transfer : C.U.f
4. Richard , J, ( editor): Error Analysis : O.U.P
5. Ellis, R, understanding second language Acquisition.

### **III. literature**

<b>Lit 402. Survey of English Literature</b>	<b>3crhr</b>
--	--------------

#### **Aims:**

**1.This course aims to:**

- Acquaint the students with the different eras of literary development.
- Isolate the main distinctive literary features of each era.

#### **Description:**

In this course the students will trace the development of English literature through the different ages viz Elizabethans, Jacobians, Augustans, and Romantics etc.

They will also examine abstracts of major writers' principal works, to extract the main features of each work in order to form a critical judgement about the era.

#### **Ref &Reading List:**

- 1) An online-History of English literature vol 1&II .N.York.
- 2) Barnes & Noble: Survey of English Literature.

<b>Lit.301.Introduction to English Literary genres</b>	<b>3cr.hrs</b>
--	----------------

**Aims:**

1. To give the students insight into the nature of English literature.
2. To familiarize them with the literary طرق
- 3.
4. .& terminology.

**Description:**

This course presents literature as a field of study in the wider contexts of the social, literary and cultural concerns which shaped the literary discourse. Students are introduced to the three major genres:

Poetry, prose and drama through the reading of selected extracts. It develops the language skills and critical thinking necessary for analysing and appreciating English literature and relating it to the broader context of culture and society.

**Ref & Reading List:**

- 1) Barnett, Sylvan et al (2005) An Introduction to literature.
- 2) Latimore, H, (2003) thinking through genres.
- 3) Preston,(2003) A sense of wonder: Longman.
- 4) Purves, A, et al (1997) creating the literature portfolio: A guide for students.

<b>Lit.721. Introduction to Literary Criticism /appreciation 3r.hrs</b>
---

**Aims:**

- To introduce the students to some fundamental concepts of literary criticism and their application to the study of specific texts.

### **Description:**

- Emphasis will be laid upon a vocabulary of critical terms and upon acquisition of skill for critical reading. The course offers abstracts of major writers' principal works from the whole field of literature in order to stimulate the students' enthusiasm and interest in literature.
- Students will be provided with the concepts and terms used in the field of literary criticism.

### **Ref & Reading List:**

- 1) Ford(ed) (1970): the Pelican Guide to English literature vols-1-4.
- 2) Mac Arthur, T,(ed) (1996): the oxford companion to the English grammar literature.
- 3) Barnes & Noble: An Outline of English literature vol. 1&II N.Y.

<b>Lit.503. Reading the Modern Short Story (fiction)</b>	<b>3cr.hrs</b>
--	----------------

### **Aims:**

- To introduce the students to one of the most contemporary genres.
- To give the students the opportunity to encounter multi-cultural and cross-cultural experience.
- To give them further chance to analyse different scenes and characters.

### **Description:**

Students will read a variety of short stories from different cultures and styles.

### **The course covers:-**

- The nature of short story.

- Structure and plot.
- Narrative view point and how it affects the reader's response.
- Characterization.
- The Writer's choice of language & style.

**Recommended Readings:**

**Short stories by the following authors:-**

- Al TybeSalih: A handful of Dates
- Graham Green: Across the Bridge.
- Saki: The open window.
- Achebe: Dead Man's Path.

<b>Lit.402. Survey of 20<sup>th</sup> century English Literature</b>	<b>3crhr</b>
--	--------------

**Aims:**

- To survey the major landmarks in (20th English literature.
- Give the students the opportunity to read the major works of some outstanding British and American literary figures.
- Familiarize the students with major literary trends & concerns in the (20th

**Description:**

- The course deals with the aspects of British and American literature which reflect the events that shaped (20th literature and consciousness. It focuses on prominent writers who portrayed the concerns of the period, e.g. World War II, industrialization etc.
- Students should be familiarized with different types of lit, written in the modern periods. Drama, Poetry and fiction can be selected from e.g. Bernard Show, Yeats.

### **Ref & Reading List:**

- 1) Pamela J. Amas & R, Rosen (2005) literature and society.
- 2) Henderson, Gloria et al (1999): literature and ourselves.
- 3) KirsZner, L.F. et al (2000)L literature : Reading, Reacting .Writing. N.Y.
- 4) Kennedy, literature: an Introduction to fiction, Poetry and Dram.

<b>Lit.709. Modern African Literature</b>
---

<b>3crhr</b>
--------------

### **Aims:**

- 1) To introduce African literature, its major writers, movements trends and themes.
- 2) To bestow an international Status on African literature.

### **Description:**

The course studies representative selections from African prose, poetry and drama. The conditions under which African literature emerged are to be explained together with textual analysis. The roots of the African literature during the colonial rule and the oral traditions, which shaped its form and content, are to be highlighted.

### **Recommended Readings:**

- 1) Chinua Achebe: things fall Apart  
: Dead Man's Path  
: No longer at Ease.
- 2) TayibeSalih (translation): the wedding of Zein, Season of Migration to the North.
- 3) Alan Paton: Cry the Beloved Country.



4) Ngugi: weep not child, Petals of Blood, A Grain of Wheat.

**Lit 705. 19<sup>th</sup> Century English Novel**

**3crhr**

**Aims:**

The course aims to:-

- Introduce the students to the main features of the 19th century novel.
- Familiarize them with major literary trends and concern of the century.

**Description:**

The main features of the 19<sup>th</sup> century novel are reflected through investigating the different aspects of the Victorian age. The students are to be acquainted with the major novelists, events and ideas that shaped the period.

Students will read representative novels for their structure, characters, plot, language and style.

**Recommended Texts**

1. Dickens, A tale of two cities, Oliver Twist, Great Expectation
2. Bronte. Wuthering Heights
3. Eliot, G, Adam Bede
4. Hardy: the Mayor of Carterbridge.

**Lit72320<sup>th</sup> century American Literature**

**3crhr**

**Aims:**

- To familiarize the students with the American writers and novelists whose contributions influenced the general theory of literature.
- To introduce the students to a variety of literary form and movement of thought induced by American authors.

**Description:**

- The course outlines the history and characteristics of American literature written during the C20th.
- It introduces the students to the different concepts, themes and terms characterizing American literature of the period.
- It familiarizes the students with the techniques, style and themes applied by modern American authors, e.g. the Stream of Consciousness.
- The works of some poets and playwrights e.g. T.S. Elliot, Ezra Pound, Virginia Woolf. Arthur Miller will be studied.

**Reading List & References**

1. Edgar ,V.R&Robert: literature: An Introduction to Reading and Writing.
2. F.Scott .Fitzgerald: the Beautiful and the Damned.
3. Arthur Miller: the crucible, Death of a Salesman.

**Aims :**

- To acquaint the students with the Romantic and Victorian Poetry and Poets.
- To introduce the students to English romanticism and Victorian poetry written in the 18th & 19th centuries.

**Description:**

- The course introduced the key terms (Romantic) and (Victorian) with special reference to poetry as a literary form, and isolates its main features.
- Students will have background information on the romantic poets; William Blake, W. Wordsworth, Keats, Shelly, Byron and Coleridge and should read selections from their poetry.
- The second part of the course tackles the romantic poetry in its decay and the Victorian thought. This includes poets like Tennyson, Browning, Arnold et.
- Students should read, analyse, interpret and appreciate some of the works of the poets of the period.

**Reading List:**

- 1) Kennedy: Literature; An introduction to Fiction ,Poetry and Dram.
- 2) Brady, F, Price M: Poetry: Past and Present.

<b>Lit.602. Modern English Poetry</b>
---------------------------------------

<b>3crhr</b>
--------------

**Aims to:**

- 1) Acquaint the students with the great heritage of English poetry.
- 2) Encourage them to develop a positive attitude towards poetry.
- 3) Familiarize them with the types of poetry and the linguistic terminology used in it.

**Description:**

The course is a general introduction to provide back ground information on the subject. It describes how poetry can be analysed in terms of its linguistic characteristics. Students are trained to use critical concepts and awareness in the analysis and appreciation of poetry.

**Reading: Selections will be from:**

- 1) Verse worth Remembering.
- 2) More Verse worth Remembering.
- 3) The Faber book of Modern Verse

**Ref :**

- 1) Eagleton (2006): How to Read A poem.

- 2) Fenton .J.(2003) Introduction to English Poetry.
- 3) Muztagh, J.M. An Introduction to English Poetry and the English Novel for Overseas students.

<b>Lit.604.Modern English Drama</b>	<b>3crhr</b>
-------------------------------------	--------------

**Aims to:**

- 1) Introduce the students to drama as a literary form.
- 2) Give them knowledge of the main drama writers in the language.

**Description:**

The course proceeds to describe the radical changes that began to be seen in the C20th drama taking up social issues different viewpoint of life and modern man's dilemma. Students will be required to read 2-3 plays in class namely from:-

- 1) Oscar Wilde: A woman of NO Importance.
- 2) Bernard Shaw: the Devils Disciple.
- 3) John Galsworthy: Justice.
- 4) Bernard Shaw: Arms& the Man الفPygmalion.

**Ref:**

- 1) Gamini Sagado : English Drama : A critical Introduction

- 2) Kenny (2002) : An Introduction to Fiction, Poetry And Drama  
Longman.

**Lit. 814. 20th Century English Novel**

**3crhr**

**Aims to:**

- Offer insight into the current trends of contemporary British and American novels.
- To endure enjoyment and interest in foreign culture.
- To familiarize the students with major literary trends and concerns of the 20<sup>th</sup> century British and American writers.

**Description:**

The course starts by giving a brief survey of the historical events that shaped the literary scene in the 20<sup>th</sup>. Excerpt from three novels and one full length novel are to be studied in class for their theme structure, characters and style. The meaning of the term modernism is to be illustrated in the works of writers such as Hemingway, Faulkner etc.

**Recommended readings from:-**

**1/Jane Austin:**

- 1) Pride and Prejudice
- 2) Northanger Abbey
- 3) Sense & sensibility

**2/Dickens:**

- 1) Tale of two cities.
- 2) Hard times.

**3/Hemingway**

- 1) A farewell to Arms

2) The sun also Rises

#### **4/J.Steinbeck**

The Grapes of Wrath

<b>10. Shakespeare Plays</b>
------------------------------

<b>3crhr</b>
--------------

#### **Aims:**

- To acquaint the students with the Shakespearian era and Shakespeare as playwright.
- To help the students read, understand and appreciate Shakespeare's literary works.

#### **Description:**

- This course, traces the development of Shakespeare as a playwright.
- The course will focus on the development of his tragic vision and the various levels at which his works could be taught. His imagery and the formal structure of the play will be studied.
- Some plays will be shown on video and discussed in tutorials, focusing on the theme, the plot and characterization.
- Students should practice reading and appreciating Shakespeare Plays and Poetry.

#### **Recommended Texts and References**

- Hamlet
- Macbeth
- King Lear

- Some Sonnets

**Ref:**

- Kennedy X.J. Literature: An Introduction to fiction, poetry and drama.

**Lit.505. World Literature in Translation**

**3crhr**

**Aims:**

- To introduce the students to the literary achievements of major world writers.
- To give them opportunity to read literature in a comparative way.

**Description:**

The course explores the major themes and recurrent motifs that give this literature its distinctive quality both in classical and modern times. Focus will be on the novels, essays, poetry or prose, course reading selections are to represent the intellectual and literary movement of the period plus cross cultural understanding.

**Recommended Readings**

1. Oedipus by Sophocles (in English) Pillars of the community.
2. Al Jahiz
3. Tolstoy
4. El TayibeSalih: the Wedding of Zein season of Migration to the North.
5. Najeeb Mahfouz



**Aims:** نصوص مختارة من الأدب العربي

### الأهداف:

1. وصل الطالب بالموروث الحضاري والأدبي وثمار نتاجه في الأدب واللغة والفنون.
2. تبصير الطالب بالتيارات المختلفة والمذاهب الأدبية الحديثة.
3. تنمية الذوق الأدبي والتدريب على اختيار النصوص الهادفة.

### توصيف المقرر

اختيار نصوص ومقتطفات توضيح نشأة الأدب الحديث واتجاهاته وأهم المذاهب الأدبية. دراسة وتحليل نصوص مختارة من الشعر والنثر والمقال والمسرحية والرواية والقصة القصيرة من أشهر الشعراء والكتاب.

### مراجع:

1. أحمد هيكل : تطور الأدب الحديث.
2. غنيم هلال : الأدب الحديث
3. مصطفى هدارة : التجويد في الشعر المهجري.

### Amis:

- 10.To enable the students to apply their knowledge of research methods.

### Description

11. Each student is to choose a topic on language or literature and seek approval by a supervisor. An acceptable proposal will be agreed upon before commencing the writing.
12. Each student will be required to produce a computer processed essay of not less than 5-10 thousand words before the end of semester 8.