College of Arts

Department of English Language

Academic Plan:

Knowledge Domains and Course Descriptions

Spring Semester

1430-2009

Academic Plan: Department of English Language:

List of levels, courses, hours and prerequisites

#	Course name	Code	Credit	Contact	Practical	Total	Prerequisite
	Level Three						
1	Listening Comprehension	EL 210	2	4	-	4	ELC 101 General English
2	Reading	EL 220	2	4	-	4	ELC 102 Reading
3	Composition (1)	EL 230	3	4	-	4	ELC 103 Writing
4	Grammatical Structure	EL 240	2	4	-	4	ELC 101 General English
	Level Four						
5	Listening/ speaking	EL 211	3	4	-	4	EL 210 Listening Com.
6	Non-fictional Prose	EL 221	2	2	-	2	EL 220 Reading
7	Composition (2)	EL 231	3	4	-	4	EL 230 Composition (1)
8	Gram. Rules & Systems	EL 241	2	2	-	2	EL 240 Gram Structure
9	Intro. To Linguistics	EL 250	3	4	-	4	EL 220 Reading
10	Eng. Lit. of the Renaissance	EL 280	3	4	-	4	EL 220 Reading
	Level Five						
11	Arts of speech	EL 312	3	4	-	4	EL 211 Listening/ speaking
12	Eng. Thought & Culture	EL322	2	2	-	2	EL 221 English Prose
13	Essay	EL332	2	2	-	2	EL 231 Composition (2)
14	Translation theory	EL 370	2	2	-	2	EL 250 Into. To Linguistics
15	Phonetics & Phonology	EL 351	3	4	-	4	EL 250 Into. To Linguistics
16	17th century Eng. Lit	EL 381	2	2	-	2	EL 280 Eng. Lit. (Renaissance)
17	The Rise of the Novel	EL 382	2	2	-	2	EL 280 Eng. Lit.(Renaissance)
	Level Six						
18	Syntax & Morphology	EL 352	2	2	-	2	EL 250 Into. To Linguistics
19	Semantics & pragmatics	EL 353	2	2	-	2	EL 250 Into. To Linguistics
20	Applied Linguistics	EL 354	3	4	-	4	EL 250 Into. To Linguistics
21	Translating text-types	EL 371	3	4	-	4	EL 370 Translation Theory
22	The modern novel	EL 383	2	2	-	2	EL 382 The Rise of the Novel
23	English poetry from Romantics to Moderns	EL 384	2	2	-	2	EL 381 17th century Eng. Lit

#	Course name	Code	Credit	Contact	Practical	Total	Prerequisite
	Level Seven						
24	Psycholinguistics	EL 455	2	2	-	2	EL 250 Into. To Linguistics
25	Sociolinguistics*	EL 456					EL 250 Into. To Linguistics
26	Language planning*	EL457	2	2	-	2	EL 250 Into. To Linguistics
27	Language variation*	EL 458					EL 250 Into. To Linguistics
28	Creative Translation	EL 472	2	2	-	2	EL 370 Translation Theory
29	Literary criticism	EL 485	3	4	-	4	EL 281: 17th century Eng. Lit.
30	Modern Drama	EL 486	2	2	-	2	EL 281: 17th century Eng. Lit.
31	Research Method & design	EL 495	2	2	-	2	EL 250 Into. To Linguistics
	Level Eight						
32	Discourse analysis	EL 459	2	2	-	2	EL 250 Into. To Linguistics
33	Language & T.I.	EL 460	2	2	-	2	EL 250 Into. To Linguistics
34	Consecutive Translation*	EL 473					EL 370 Translation Theory
35	Machine Translation*	EL 474	2	2	-	2	EL 370 Translation Theory
36	Translating terminology*	EL 475					EL 370 Translation Theory
37	Into. To American Lit.	EL 487	2	2	-	2	EL 381 17th century Eng. Lit
38	The short story*	EL 488					EL 381 17th century Eng. Lit
39	Children Literature*	EL 489	2	2	-	2	EL 381 17th century Eng. Lit
40	Comparative Lit.*	EL 490					EL 381 17th century Eng. Lit
41	Graduation project	EL 496	2	4	-	4	EL 495Research Method & design
	Total		80	98		98	

* Elective course.

King Faisal University
College of Arts
Department of English Language
Academic Plan: Course Description

1- Course identification

Department	Department of English Language	Level	3
Course title	Listening Comprehension	Code	DEL 210
Course	Theoretical √ Practical ☐		
Domain	Skills and foundation		Prerequisite(s)
Credit hours	2 Contact hours 4		ELC 101: General English

2- Course content

"Listening Comprehension" is the first of three listening/speaking courses. It is an intermediate level course which focuses on the comprehension of auditory output. As such the course develops listening comprehension of a number of varieties of English as used in real life situations. The emphasis is on oral comprehension in academic settings: lectures, note-taking, and re-producing content after listening. Conversational English, dialogues and debates are also included.

3- Course rationale

This course has been suggested because: 1) It provides students with motor skills needed for understanding English at an intermediate level. 2- The course is a necessary foundation for subsequent listening/speaking courses. 3- It is needed for integrating the listening skill with other skills taught at this level such as reading and structure.

4- Course objectives

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

1- Demonstrate comprehension of auditory output: lectures, dialogues and conversation, by answering questions about the content and producing a summary.

2- Supply missing segments of a spoken text.

3- Demonstrating auditory ability to distinguish English sounds pronounced in running texts.

4- Take notes while listening to spoken discourse.

5- Teaching methods

The course makes use of the following teaching/learning methods:

1- Listening to audio-tapes and CDs.

2- Listening to audio material prepared/designed by the teacher.

3- Questions and discussions.

4- Student's presentations and note-taking.

5- Class Quizzes.

6- Course evaluation

Continuous assessment is the main method of evaluation. The following instruments are utilized:

1- Attendance   10%

2- Class Quizzes and participation   10%

3- Class takes   10%

4- Midterm Exam   20%

5- Final Exam   50%

7- References and teaching learning resources

1- Main Textbook:
1- Tanka J. and Baker, L. (2004). *Interactions II: Listening and Speaking.* New York, Mcgraw-Hill Contemporary.
2- Lynch,Tony. *Study Listening Audio CD SET:A Course in Listening to Lectures.* Cambridge, C.U.P.
3- Solozano, (2009). *Contemporary Topics 1.* New York, Pearson ESL.

2- Reference(s)& Websites:
1- englishenglish.com
2- from www.videojug.com
3- Randall's ESL Cyber Listening Lab for listening practice
4- esl-lab
5- uefap.co.uk
6- WWW.barnesandnoble.com
7- KFU library resources.

King Faisal University
College of Arts
Department of English Language
Academic Plan: Course Description

1- Course identification

Department	Department of English Language	Level	3
Course title	Reading	Code	ADEL 220
Course	Theoretical √ Practical ☐		
Domain	Skills and foundation	Prerequisite(s)	
Credit hours	2 Contact hours 4	ELC 102: English: Reading	

2- Course content

"Reading" is the first of three reading courses. It aims at intermediate and post-intermediate levels. It covers various types of texts and focuses on vocabulary building and comprehension. In addition, the course has a self-improvement component which widens students' scope and reading abilities.

3- Course rationale

This course has been suggested because: 1) Students need to build post-intermediate vocabulary. 2- There is a need to develop reading and comprehension skills. 3- The course is needed for enabling students to widen their scope and help them acquire sound reading habits.

4- Course objectives

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

1- Demonstrate ability in reading comprehension and knowledge of vocabulary at intermediate and post-intermediate levels.

2- Show mastery of skimming, scanning and guessing the meaning of words in context.

3- Show comprehension of general meaning and of the specific information in a text by answering direct questions and making inferences.

4- Apply self-teaching methods and techniques in developing an individual/group extensive reading program.

5- Teaching methods

The course makes use of the following teaching/learning methods:

1- Class reading activities under teacher supervision.

2- Practicing scanning and skimming using teacher-prepared texts and teacher-made exercises.

3- Class reports and presentations based on students' individual and group extensive reading activities.

4- Class Quizzes and assignments.

6- Course evaluation

Continuous assessment is the main method of evaluation. The following instruments are utilized:

1- Attendance   10%

2- Class Quizzes and assignment   10%

3- Class reports about extensive reading 10%

4- Midterm Exam   20%

5- Final Exam   50%

7- References and teaching learning resources

1- Main Textbook:
1- Tanka J. and Baker, L. (2004). *Interactions II: Reading*. New York, Mcgraw-Hill Contemporary.

2- Reference(s):
1- Richards, Jack C. (2005). *Interchange 3*. Cambridge, Cambridge University Press.

3- Websites:
1- WWW.barnesandnoble.com

2- KFU library resources.

3- Internet resources including KFU and Saudi Universities online resources.

King Faisal University
College of Arts
Department of English Language
Academic Plan: Course Description

1- Course identification

Department	Department of English Language	Level	3
Course title	Composition (1)	Code	ADEL 230
Course	Theoretical √ Practical ☐		
Domain	Skills and foundation	Prerequisite(s)	
Credit hours	3	Contact hours 4	ELC 103: English: Writing

2- Course content

"Composition (1)" is the first of three writing courses. The course focuses on a variety of methods of developing composition by description. It covers writing compositions of a moderate length (2-4 paragraphs) and activities which familiarize students with the techniques of writing a topic sentence, a thesis statement, and controlling ideas. The course also includes writing an outline and making a summary.

3- Course rationale

This course has been suggested because: 1) Students need to practice writing compositions of a moderate length. 2) It gives students a chance to practice the techniques, writing mechanics and methods of composition writing. 3- It is needed to develop the skills of writing and using resources for making outlines and summaries.

4- Course objectives

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

1- Write descriptive compositions of a moderate length (2-4 paragraphs).
2- Correctly apply the techniques of topic sentence writing and controlling ideas.
3- Use writing mechanics and convention.
4- Write a well-structured outline.
5- Write a summary of an unseen text.

5- Teaching methods

The course makes use of the following teaching/learning methods:

1- Analyzing sample compositions

2- Writing compositions, outlines and summaries.

3- Teacher-prepared exercises.

4- Class assignments and groups correction and analysis of students' writing.

5- Class Quizzes and assignments.

6- Course evaluation

Continuous assessment is the main method of evaluation. The following instruments are utilized:

5- Attendance   10%

6- Class Quizzes and assignment   10%

7- Class exercises and homework   10%

8- Midterm Exam   20%

5- Final Exam   50%

7- References and teaching/learning resources

1- Main Textbook:
1- Tanka J. and Baker, L. (2004). *Interactions II: Writing*. New York, Mcgraw-Hill Contemporary.
2- Connors, Robert J. (1997). *Composition-Rhetoric: Background, Theory, and Pedagogy*. Chicago, Chicago University Press.

2- Reference(s):
 1- Richards, Jack C. (2005). *Interchange 3*. Cambride, Cambridge University Press.

3- Websites:
3- WWW.barnesandnoble.com
4- KFU library resources.
5- Internet resources including KFU and Saudi Universities online resources.

King Faisal University
College of Arts
Department of English Language
Academic Plan: Course Description

1- Course identification

Department	Department of English Language	Level	3
Course title	**Grammatical Structure**	Code	**ADEL 240**
Course	Theoretical √ Practical		
Domain	**Skills and foundation**	**Prerequisite(s)**	
Credit hours	2 Contact hours 4	**ELC 101: General English**	

2- Course content

"Grammatical structure" is the first of three courses on English grammar and syntax. It covers different aspects of sentence structure in English. This will cover subject-verb agreement, the noun phrase, the verb phrase (tense and aspect, Model auxiliaries) and gerunds and infinitives. The course focuses on exercises including meaningful drills based on ordinary everyday language. Development of motor skills that incorporate English structure is highlighted.

3- Course rationale

This course has been suggested because: 1) Students need to practice learn and use the basic structures of English 2- There is need to employ habit-formation to develop motor skills of controlling well-formed structure. 3- The course introduces the basic notions and terminology of the structuralist approach to sentence grammar.

4- Course objectives

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

1- Demonstrate the skills of producing basic English sentence structure.

2- Show knowledge of the units and systems of English sentence structure.

3- Analyse of various constituents and systems of sentence structure in English.

4- Use knowledge and skill of sentence structure to produce correct sentences.

5- Teaching methods

The course makes use of the following teaching/learning methods:

1- Teaching basic structures.

2- Practice of basic motor skills to reinforce correct structures.

3- Produce meaningful sentences.

4- Student's performance and homework.

5- Class Quizzes and assignments.

6- Course evaluation

Continuous assessment is the main method of evaluation. The following instruments are utilized:

1- Attendance   10%

2- Class Quizzes and assignment   10%

3- Class performance and participation 10%

4- Midterm Exam   20%

5- Final Exam   50%

7- References and teaching learning resources

1- Main Textbook:

1- Azar, Betty (2003). *Understanding & Using English Grammar.* New York, Pearson Education.

2- Reference(s):
1- Tanka J. and Baker, L. (2004). *Interactions 2: Grammar.* New York, Mcgraw-Hill Contemporary.

3- Websites:

1- WWW.barnesandnoble.com

2- KFU library resources.

3- Internet resources including KFU and Saudi Universities online resources.

King Faisal University
College of Arts
Department of English Language
Academic Plan: Course Description

1- Course identification

Department	Department of English Language	Level	4
Course title	Listening/speaking	Code	ADEL 211
Course	Theoretical √ Practical ☐		
Domain	Skills and foundation	Prerequisite(s)	
Credit hours	3 Contact hours 4	ADEL 210: Listening Comprehension	

2- Course content

"Listening/speaking" is the second listening course in the program. It covers long passages (monologues, dialogues and conversations) in addition to academic lectures of intermediate and post-intermediate levels. It focuses on various interactive listening activities and taking-note and presenting them in a coherent format. It focuses on selected aspects of spoken language, and gives students a chance to debate issues and give simple short presentations on topics covered in the listening component.

3- Course rationale

This course has been suggested because: 1) Students need to practice speaking as well as listening comprehension. 2- It enhances students' ability to understand and communicate successfully in social and academic settings. 3) It is needed to train students in note-taking and developing the skills of debating and presenting a topic.

4- Course objectives

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

1- Demonstrate their comprehension of lectures, monologues and dialogues by answering questions on them.

2- Discuss topics presented in the listening component in a clear and organized way.

3- Take accurate notes on lectures and long monologues and dialogues.

4- Make an oral presentation (prepared or impromptu) on one of various assigned topics.

5- Teaching methods

The course makes use of the following teaching/learning methods:

1- Laboratory listening activities (tapes, CDs….).

2- Top-down/bottom-up listening-comprehension activities.

3- Comprehension exercises using various methods of supplying missing segments in context.

4- Oral questions/answers

5- Dictation (of isolated words or in context) and oral presentations.

6- Course evaluation

Continuous assessment is the main method of evaluation. The following instruments are utilized:

1- Attendance   10%

2- Class Quizzes and activities   10%

3- presentations and debates   10%

4- Midterm Exam   20%

5- Final Exam   50%

7- References and teaching learning resources

1- Main Textbook:
1- Tanka J. and Baker, L. (2004). Mosaic 1: *Listening and Speaking.* New York, Mcgraw-Hill Contemporary.
2- Lynch,Tony. *Study Listening Audio CD SET:A Course in Listening to Lectures.* Cambridge, C.U.P.

2- Reference(s)& Websites:

1- Listening Activities (from englishenglish.com)
2- Video Jug - Life explained on film (from www.videojug.com)
3- Randall's ESL Cyber Listening Lab for listening practice - Select General Listening Quizzes: Difficult (from esl-lab)
4- Listening comprehension & note-taking: Exercises (from uefap.co.uk)
5- WWW.barnesandnoble.com
6- KFU library resources.

King Faisal University
College of Arts
Department of English Language
Academic Plan: Course Description

1- Course identification

Department	Department of English Language	Level	4
Course title	**Non-fictional Prose**	Code	**ADEL 221**
Course	Theoretical √　　Practical ☐		
Domain	**Skills and foundation**	**Prerequisite(s)**	
Credit hours	2　Contact hours　2	**ADEL 220: Reading**	

2- Course content

"Non-fictional Prose" is the second reading course. It includes post-intermediate to advanced materials which are analyzed and studied individually and in groups. The process of vocabulary building continues and comprehension techniques are also applied. The course continues with students' extensive reading programs of reading for self development.

3- Course rationale

This course has been suggested because: 1) Students need to understand advanced level texts representing various text-types. 2) The course prepares students for more advanced course. 3) It is needed to reinforce the reading skills of skimming, scanning, fast reading and comprehension, in class and in self-developed program.

4- Course objectives

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

1- Demonstrate understanding and ability of extracting information from intermediate-advanced level texts which belong to various text-types.

2- Show knowledge of the meaning of lexical items in context.

3- Show ability of understanding the general meaning of written texts and the information in them.

4- Demonstrate developed level of the skills of skimming, scanning and summary making using texts of intermediate length of 600-1500 words.

5- Teaching methods

The course makes use of the following teaching/learning methods:

1- Class reading and reading exercises.

2- Teacher-prepared exercises, notes and handouts.

3- Discussions and presentations of student's own extensive reading program.

4- Class Quizzes and assignments.

6- Course evaluation

Continuous assessment is the main method of evaluation. The following instruments are utilized:

1- Attendance   10%

2- Class Quizzes and activities   10%

3- Class discussions of students' works 10%

4- Midterm Exam   20%

5- Final Exam   50%

7- References and teaching learning resources

1- Main Textbook:
1- Tanka J. and Baker, L. (2004). *Mosaic I: Reading*. New York, ??Mcgraw-Hill Contemporary.

2- Reference(s):
1- University of Cambridge (200). *ILTS 4*. Cambridge, Cambridge University Press.
2- University of Cambridge (200). *ILTS 5*. Cambridge, Cambridge University Press.

3- Websites:
1- WWW.barnesandnoble.com

2- KFU library resources.

3- Internet resources including KFU and Saudi Universities online resources.

King Faisal University
College of Arts
Department of English Language
Academic Plan: Course Description

1- Course identification

Department	Department of English Language	Level	4
Course title	Composition (2)	Code	ADEL 231
Course	Theoretical √ Practical ☐		
Domain	Skills and foundation	Prerequisite(s)	
Credit hours	3 Contact hours 4	ADEL 230: Composition (1)	

2- Course content

"**Composition (2)"** is the second writing course. It focuses on a range of methods of advanced composition development: spacial, chronological, hypothetical and expository. The last includes development by analysis, definition, and comparison and contrast. In addition, it reinforces the skills of outlining and summary making.

3- Course rationale

The course has been suggested because: 1) It satisfies the need for practicing various techniques of developing advanced composition. 2) It prepares students for the next writing course (Essay). 3) It is needed for reinforcing the skills of writing outlines and summary making.

4- Course objectives

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

1- Demonstrate knowledge of writing advanced composition.

2- Use various techniques of developing a composition: spacial, chronological, hypothetical, and expository.

3- Develop compositions by definition, analysis, comparison and contrast.

4- Write detailed outlines for advanced compositions.

5- Teaching methods

The course makes use of the following teaching/learning methods:

1- Analyzing sample compositions

2- Writing compositions, outlines and summaries.

3- Teacher-prepared exercises.

4- Class assignments and groups correction and analysis of students' writing.

5- Class Quizzes and assignments.

6- Course evaluation

Continuous assessment is the main method of evaluation. The following instruments are utilized:

1- Attendance   10%

2- Class Quizzes and assignment   10%

3- Class exercises and homework   10%

4- Midterm Exam   20%

5- Final Exam   50%

7- References and teaching learning resources

1- Main Textbook:

1- Tanka J. and Baker, L. (2004). *Mosaic 2: Writing*. New York, Mcgraw-Hill Contemporary.
2- Irene L. Clark, Sarah Clark, Dennis J. Sumara, *Concepts in Composition: Theory and Practice in the Teaching of Writing*. New York, Taylor and Francis.

2- Reference(s):
1- University of Cambridge (2005). *IELTS 4*. Cambridge, Cambridge University Press.
2- University of Cambridge (2005). *IELTS 5*. Cambridge, Cambridge University Press

3- Websites:

1- WWW.barnesandnoble.com

2- KFU library resources.

King Faisal University
College of Arts
Department of English Language
Academic Plan: Course Description

1- Course identification

Department	Department of English Language	Level	4
Course title	**Grammatical Rules and systems**	Code	**ADEL 241**
Course	Theoretical √ Practical ☐		
Domain	Language/ Linguisitcs	**Prerequisite(s)**	
Credit hours	2	Contact hours	2	**ADEL 240: Grammatical Structure**

2- Course content

"**Grammatical Rules and systems**" introduces the rules and systems of sentence structure in English. The course covers clause types in English and their realizations in the sentence. It also studies the mechanisms of co-ordination, subordination and embeddedness in different grammatical units. Grammatical systems surveyed in the course including: voice, gender, number, transitivity, mood and modality.

3- Course rationale

This course has been suggested because: 1) It consolidates the knowledge and practice of analyzing and producing correct grammatical structures. 2) It provides students with the knowledge base of the large constituents of sentence structure. 3) It is also needed for the description and actual use of grammatical systems which govern the notion of well-formedness.

4- Course objectives

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

1- Demonstrate knowledge of the main clause types in English.

2- Show knowledge of how to describe and analyse various realizations of: a) co-ordination, 2) subordination, and 3) embeddedness.

3- Describe the grammatical systems of: voice, gender, number, transitivity, mood and modality in sentences.

4- Supply and use in natural context various clause types and grammatical systems.

5- Teaching methods

The course makes use of the following teaching/learning methods:

1- Lectures given by the teacher.

2- Teacher-prepared notes and handouts.

3- Class demonstration of practice.

4- Student's practical application of communicative skills in analyzing, supplying, making sentences in a communicative context.

5- Class Quizzes and assignments.

6- Course evaluation

Continuous assessment is the main method of evaluation. The following instruments are utilized:

1- Attendance   10%

2- Class Quizzes and assignment   10%

3- Practical applications   10%

4- Midterm Exam   20%

5- Final Exam   50%

7- References and teaching learning resources

1- Main Textbook:

1- Thompson, Geoff (2003). *Introducing Functional Grammar*. Oxford, Oxford University Press.

2- Morenberg, Max (2002). *Doing Grammar*. Oxford, Oxford University Press.

2- Reference(s):

1- Greenbaum, Sidney and Quirk, R. (200?). *A Student Grammar of the English*. London, Longmans.

3- Websites:
1- WWW.barnesandnoble.com
2- KFU Webcity material
1- Saudi Universities online resources (Internet site)

King Faisal University
College of Arts
Department of English Language
Academic Plan: Course Description

1- Course identification

Department	Department of English Language	Level	4
Course title	**Introduction to Linguistics**	Code	**ADEL 250**
Course	Theoretical √ Practical ☐		
Domain	**Language/ Linguisitcs**	**Prerequisite(s)**	
Credit hours	3 Contact hours 4	**ADEL 20: Reading**	

2- Course content

"Introduction to Linguistics" is an introductory course which surveys the main topics of General Linguistics. It starts from discussion of the general properties of human language and moves on to introduce the main levels of linguistic analysis: Phonetics, Phonology, Morphology, Syntax and Grammar, and Semantics and Pragmatics. It also relates recent developments in Pragmatics, Sociolinguistics, Psycholinguistics and Discourse analysis to the general theory of language.

3- Course rationale

This course has been suggested because: 1) It introduces students to core courses in Linguistics and language studies. 2- It fulfills the need to acquaint students with linguistic issues and terminology. 3- It provides a link between foundation courses and specialization courses by drawing on the inherent power of the linguistic phenomenon and the relevance of linguistic approach to various courses in the program.

4- Course objectives

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

1- Demonstrate understanding and knowledge of the main properties of human language.

2- Show knowledge of the main methodology and techniques used in linguistic analysis.

3- Analyse natural language data at different levels of linguistic analysis.

4- Use linguistic terminology and apply linguistic techniques correctly.

5- Teaching methods

The course makes use of the following teaching/learning methods:

1- Lectures given by the teacher.

2- Teacher-prepared notes and handouts.

3- Structured class debates focusing on the main topics covered in the course.

4- Student's presentations of assigned topics/tasks

5- Class Quizzes and assignments.

6- Course evaluation

Continuous assessment is the main method of evaluation. The following instruments are utilized:

1- Attendance   10%

2- Class Quizzes and assignment   10%

3- presentations and debates   10%

4- Midterm Exam   20%

5- Final Exam   50%

7- References and teaching learning resources

1- Main Textbook:

1- Yule, George (1996). *The Study of Language*. Cambridge, Cambridge, Cambridge University Press.

2- Reference(s):

1- Robins, R. H. (1982). *General Linguistics: An Introductory Survey*. London, Longman.

3- Websites:

1- WWW.barnesandnoble.com

2- KFU library resources.

3- Internet resources including KFU and Saudi Universities online resources.

King Faisal University
College of Arts
Department of English Language
Academic Plan: Course Description

1- Course identification

Department	Department of English Language	Level	4
Course title	English Literature of the Renaissance	Code	ADEL 280
Course	Theoretical 1 Practical 1		
Domain	Literature		Prerequisite(s)
Credit hours	3	Contact 4	ADEL 220: Reading

2- Course content

The course traces the cultural revolution as it spread from Italy to other parts of the European continent and finally to England. Topics will include the Reformation, social and political conduct, and the intellectual and literary movements.
The course provides an introduction to the literary genres of the century ,mainly poetry and drama .There will be a survey of Renaissance authors, examining selected literary texts in their historical contexts ,example: Shakespeare, Marlowe, Webster, Spencer, Wyatt and Surrey .

3- Course rationale

Students studying the English language need to study the language in its literary context. The course provides this opportunity, it also acquaints them with one of the most outstanding literary periods in English history, together with its established classical dramatist and poet, Shakespeare.

4- Course objectives

To introduce students to the origins of English Literature.

To introduce them to two main literary genres of English: poetry and drama, and to place them in their cultural context.

To acquaint students with English literary texts and to encourage them to develop an analytical approach.

5- Teaching methods

Weekly two hour classes will include a formal lecture followed by close reading of selected texts, explanation and analysis.

Encouragement of students to develop a critical mind through interactive discussions, and directed reading.

Presentations.

6- Course evaluation

Continuous assessment is the main method of evaluation. The following instruments are utilized:

1- Attendance   10%

2- Class Quizzes and assignment   10%

3- Quiz and Interactive discussions   10%

4- Midterm written examination   20%

5- Two hour end of term written exam 50%

7- References and teaching learning resources

Any One of the following plays:

Shakespeare: AS YOU LIKE IT,TWELFTH NIGHT,

Marlowe: TAMBURLAINE THE GREAT

Abrams& Others (eds.),THE NORTON ANTHOLOGY

REFERENCES:,Kenneth Verity, ON the Nature of Poetry, Shepeard -Walwyn Ltd.

James Trevor, THE METAPHYSICAL POETS,Longman.

E.M.W.Tillyard, THE ELIZABETHAN WORLD PICTURE,Penguin.

H.B.Charlton, SHAKRSPEARIAN COMEDY, Methuen.

King Faisal University
College of Arts
Department of English Language
Academic Plan: Course Description

1- Course identification

Department	Department of English Language	Level	5
Course title	Arts of Speech	Code	ADEL 312
Course	Theoretical √ Practical ☐		
Domain	Skills and foundation		Prerequisite(s)
Credit hours	3 Contact hours 4		ADEL 211: Listening and Speaking

2- Course content

"**Arts of Speech"** is the third and last speaking course in the program. It focuses on advanced speaking skills. It covers high level rhetorical communication skills by giving oral presentation, and contributing to classroom oral activities based on various types of prompts (visual, audio and video materials). The course also covers oral argumentation, and coherent organization of spoken discourse, and "standard" English speech.

3- Course rationale

This course has been suggested because: 1) It is needed to refine oral communication skills. 2- It gives students a chance to practice advanced oral presentation and argumentation. 3- It is needed to prepare students for subsequent courses and future career.

4- Course objectives

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

1- Use English effectively in formal situations e.g oral presentations and debates.

2- Show proficiency in spoken English in conversation.

3- Show communicative skills governed by logical argumentation.

4- Demonstrate rhetorical skills in English.

5- Use computer technology for oral presentations and debating.

5- Teaching methods

The course makes use of the following teaching/learning Interactive classroom activities:

1- Oral presentations (prepared / impromptu).

2- Oral narratives using visual elements as a prompt.

3- Discussions using audio material as a prompt.

4- Structured class debates touching on the main topics covered in the course.

5- Student's presentations of assigned topics

6- Course evaluation

Continuous assessment is the main method of evaluation. The following instruments are utilized:

1- Attendance   10%

2- Class Participation   10%

3- presentations and debates   10%

4- Midterm Exam   20%

5- Final Exam   50%

7- References and teaching learning resources

1-Main Textbook:

1- Hanreddy, Jami, and Whalley, Elizabeth (2207). *Interactions/Mosaic: Silver Edition-Mosaic 1*. New York, he McGaw-Hill Companies.

2- Visual Aids: Pictures, maps and drawings.

3- Audio prompts using cassettes and CDs.

4- Video material selected from relevant sources.

2- Reference(s):

1- Gude, Kathy (1996). *Advanced Listening and Speaking Skills*. Oxford, Oxford University Press.

3- Websites:

1- WWW.barnesandnoble.com

2- KFU library resources.

King Faisal University
College of Arts
Department of English Language
Academic Plan: Course Description

1- Course identification

Department	Department of English Language	Level	5
Course title	**English Thought and Culture**	Code	**ADEL 322**
Course	Theoretical √ Practical ☐		
Domain	**Skills and foundation**	**Prerequisite(s)**	
Credit hours	2 **Contact hours** 2	**ADEL 221: English Prose**	

2- Course content

"English Thought and Culture" focuses on the landmarks that have influenced English, and Anglo-Saxon intellectual life and culture. As such it starts from the early foundation of European Thought, Plato and Aristotle, and moves to medieval contributions from Arabic and Islamic culture. The last part of the course covers Empiricism and contemporary socio-cultural trends.

3- Course rationale

This course has been suggested because: 1) It prepares students for the subsequent courses. 2- It provides students with a thorough intellectual background about the foundations of English thought and culture. 3- It is needed because it enables students to appreciate and contribute to the dialogue with major European cultures.

4- Course objectives

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

1- Demonstrate understanding and knowledge of the intellectual background and the current developments in English and American cultures and societies.

2- Be ready to take courses in English language and literature and fully appreciate their cultural context.

3- Appreciate the main trends and contributions of English thought and culture.

4- Be ready to contribute to the dialogue with English and European culture.

5- Teaching methods

The course makes use of the following teaching/learning methods:

1- Lectures given by the teacher.

2- Teacher-prepared notes and handouts.

3- Structured class debates touching on the main topics covered in the course.

4- Student's presentations of assigned topics

5- Class Quizzes and assignments.

6- Course evaluation

Continuous assessment is the main method of evaluation. The following instruments are utilized:

1- Attendance   10%

2- Class Quizzes and assignment   10%

3- presentations and debates   10%

4- Midterm Exam   20%

5- Final Exam   50%

7- References and teaching learning resources

1- Main Textbook: 1- Compendium based on the references below.

2- Reference(s):
1- Angold, Michael (2001). *Byzantium: The Bridge From Antiquity To The Middle Ages.* New York, St. Martin's Press.
2- Eco, Umberto (1997)."Iconism and Hyproicons" in *Umberto, Eco :Kant and the Platypus.* New York and London, Harcourt Brace.
3- Froment-Meurice, Marc(1996). "On the Origin (of Art)", in Froment-Meurice, Marc(1996): *That is to say: Heidegger's Poetic*. Stanford, California, Stanford University Press.
4- Harris, James F. (1992). *Against Method: A Philosophical Defense of Method*. Chicago, Open Court.
5- Gadamer, Hans-Georg (2003).*Truth and Method*. New York, Continuum.
6- O'Lear, De Lacy (2003). *Arabic Thought and Its Place in History.* Minela and New York, Dover Publications.
7- Rubenstein, Richard E. (2003). *Aristotle's Children*. Orlando, New York and London, A Harvest Book, Harcourt, Inc.

3- Websites:
1- WWW.barnesandnoble.com
2- KFU library resources.
3- Internet resources including KFU and Saudi Universities online resources.

King Faisal University
College of Arts
Department of English Language
Academic Plan: Course Description

1- Course identification

Department	Department of English Language	Level	5
Course title	Essay	Code	ADEL 332
Course	Theoretical √ Practical ☐		
Domain	Skills and foundation	Prerequisite(s)	
Credit hours	2 Contact hours 2	ADEL 231: Composition (2)	

2- Course content

"**Essay"** is the third and last course in writing. It focuses on the argumentative essay, trying to provide students with the rationale, examples, techniques and training in this type of academic and public mode of text-type. The course covers the traditional structure of argumentation (Major premise, minor premise and conclusion), and thesis statement- supporting details model. The course takes the form of analysis of exemplary essays, of detailed outlines and of the methods of collecting and using published resources to report and argue a certain position.

3- Course rationale

This course has been suggested because: 1) It provides students with the main models of argumentative writing. 2- It focuses on the collection and use of a variety of resources in the process of developing and writing-up of a medium length essay (1.000-2.000 words). 3- The course is needed to enable students to go up to the more specialized courses.

4- Course objectives

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

1- Analyse argumentative essays of various types.

2- Extract and use information from various sources (books, newspapers, magazines, journals, and Internet) in their writing.

3- Make an elaborate outline including a thesis statement and sections of supporting details.

4- Write a well-structured essay (about 1.500 words in length) arguing a given position addressed to the general public.

5- Teaching methods

The course makes use of the following teaching/learning methods:

1- Lectures given by the teacher.

2- Analysis and discussion of exemplary essays.

3- Class discussion of resources and outlines presented by students.

4- Discussions of students' essays.

5- Class Quizzes and class tasks.

6- Course evaluation

Continuous assessment is the main method of evaluation. The following instruments are utilized:

1- Attendance   10%

2- Presentations and discussions   20%

3- Term-project (main essay)   20%

4- Midterm Exam   20%

5- Final Exam   30%

7- References and teaching learning resources

1- Main Textbook:
  1- DiYanni, Robert Ed. (2007). *One Hundred Great Essays*. London, Longman.
  2- Ellis, C and Northedge, A. (no date). *The Arts Good Study Guide*. The Open University.

2- References:
  1- University of Cambridge (2005). *IELTS 4*. Cambridge, Cambridge University Press.
  2- University of Cambridge (2005). *IELTS 5*. Cambridge, Cambridge University Press

3- Websites:

1- WWW.barnesandnoble.com

2- WWW.IRICDATABASE.ORG

3- KFU library resources.

4- Internet resources including KFU and Saudi Universities online resources.

King Faisal University
College of Arts
Department of English Language
Academic Plan: Course Description

1- Course identification

Department	Department of English Language	Level	5
Course title	Translation Theory	Code	ADEL 370
Course	Theoretical √ Practical ☐		
Domain	Translation	Prerequisite(s)	
Credit hours	2 Contact hours 2	ADEL 250: Introduction to Linguistics	

2- Course content

"**Translation Theory**" introduces the main approaches to the theory and practice in translation. It covers psychological, socio-cultural, linguistic and hermeneutic theories of translation. It briefly treats the rising field of Translation Studies, Machine Translation and computer-aided translation. The course provides coverage of methodological issues and techniques relevant to the practical courses that follow.

3- Course rationale

This course has been suggested because: 1) It provides students with a theoretical background for future developments in the field. 2) It connects language and literary courses to socio-cultural, psychological and philosophical issues. 3) It is needed for preparing students for subsequent courses in translation.

4- Course objectives

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

1- Demonstrate knowledge of the theoretical dimensions of translation.

2- Show knowledge of sense relationship between theory and practice in translation.

3- Show knowledge of recent advances in Translation Studies and Machine translation.

4- Discuss and compare different models of translation showing their practical implications.

5- Teaching methods

The course makes use of the following teaching/learning methods:

1- Lectures given by the teacher.

2- Teacher-prepared notes and handouts.

3- Class demonstration of specific cases of application.

4- Student's analysis of selected translational data.

5- Class Quizzes and assignments.

6- Course evaluation

Continuous assessment is the main method of evaluation. The following instruments are utilized:

1- Attendance   10%

2- Class Quizzes and assignment   10%

3- Practical analysis   10%

4- Midterm Exam   20%

5- Final Exam   50%

7- References and teaching learning resources

1- Main Textbook:

1- Bell, Roger (1991). *Translation and Translating: Theory and Practice*. London, Longmans.

2- Al-Shabab, Omar S. (1996). *Interpretation and the Language of Translation: Creativity and Convention in Translation*. London, Janus.

2- Reference(s):

1- Tymoczko, Maria (2007). *Enharging Translation, Empowering Translators*. Manchesto, St. Jerome Publishing.

2- Hutchins, W. J. and Somers (1992). *An Introduction to Machine Translation*. London, Academic Press.

3- Websites:

1- WWW.barnesandnoble.com

2- KFU Webcity material.

3- Saudi Universities online resources (Internet site)

King Faisal University
College of Arts
Department of English Language
Academic Plan: Course Description

1- Course identification

Department	Department of English Language	Level	5
Course title	**Phonetics and Phonology**	Code	**ADEL 351**
Course	Theoretical √ Practical		
Domain	Language/ Linguistics	**Prerequisite(s)**	
Credit hours	3 Contact hours 4	**ADEL 250: Introduction to Linguistics**	

2- Course content

"**Phonetics and Phonology**" introduces the main areas in the study of sounds in human language. It covers the main areas of articulatory Phonetics of English. It focuses on the phonology of English starting from the units of the phoneme and the syllable. It also includes the prosodic features of stress and intonation.

3- Course rationale

This course has been suggested because: 1) It provides the foundations for the study of the linguistic level of sounds as discussed in Phonetics and Phonology. 2) The course surveys the basic sound units in English. 3) It is needed for completing the study of the main levels of linguistic investigation.

4- Course objectives

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

1- Demonstrate knowledge of the place and manner of articulation of various sounds produced in human language.

2- Show knowledge of the English phoneme and syllable.

3- Show knowledge of the main features of English stress.

4- Demonstrate knowledge of the main features of English intonation.

5- Teaching methods

The course makes use of the following teaching/learning methods:

1- Lectures given by the teacher.

2- Oral demonstrating of articulation and production of Sounds under different circumstances and in a variety of contexts.

3- Practice of sound production and perception .

4- Practice of broad and narrow Phonetic transcription of auditory and written input.

5- Class Quizzes and assignments.

6- Course evaluation

Continuous assessment is the main method of evaluation. The following instruments are utilized:

1-	Attendance	10%
2-	Class Quizzes and assignment	10%
3-	Practical analysis	10%
4-	Midterm Exam	20%
5-	Final Exam	50%

7- References and teaching learning resources

1- Main Textbook:

1- Roach, Peter (2001). *English Phonetics and Phonology*: A Practical Course. Cambridge, Cambridge University Press.

2- Ladefoged, P 5th ed. (2006) *A Course in Phonetics*. Fort Worth: Harcourt College.

2- Reference(s):

1- Nigel, H (2006) *An Introduction to the Science of Phonetics*. Lawrence Erlbaum.

2- Carr, Philip (1999). *English Phonetics and Phonology: An Introduction*. New York, Wiley, John & Sons.

3- Websites:

1- WWW.barnesandnoble.com

2- KFU Webcity material.

3- Saudi Universities online resources (Internet site)

King Faisal University
College of Arts
Department of English Language
Academic Plan: Course Description

1- Course identification

Department	Department of English Language	Level	5
Course title	English Literature of the Seventeenth Century	Code	ADEL 381
Course	Theoretical [X] Practical [ ]		
Domain	Literature		Prerequisite(s)
Credit hours	2	Contact	2	ADEL 280: Eng. Lit. of the Renaissance

2- Course content

This course depends on close reading of texts in a variety of genres (poetry, drama, and non-fiction prose) concentrating on such topics as verse forms, the nature of satire, irony, and mock-forms; the authority of human knowledge; and the enlightenment as an intellectual movement.

The course covers three historical periods: (a) the early 17th century, the Restoration period, and the Neo-Classical age. A selection of poems and plays by writers such as Milton, Herbert, Marvell, Pope, Dryden, Ben Jonson and Congreve are studied.

3- Course rationale

This course sheds light on an important period in the history of English literature. This makes essential for a student of English to study the development of literature in the context of the intellectual and political upheavals that brought about changes in poetic and dramatic style, theme, and genre.

4- Course objectives

The course aims at developing the student's analytical skills and appreciation of literature through presenting representative specimens of literary texts written by the outstanding literary figures of the targeted periods. The course, also, aims at enriching the student's cultural knowledge by exposing him/her to various literary and cultural productions.

5- Teaching methods

The student is supposed to learn some sort of independent learning strategies, and not to stop at lecturing method. This is translated through:

- Giving the student reading assignments on certain related topics to be prepared in advance and to be discussed orally in class. This is meant to give time to **discussion sessions** more than to traditional **lecturing**.
- **Analyzing** literary texts in the light of the common literary techniques of the period whether dramatic or poetic.

6- Course evaluation

Continuous assessment is the main method of evaluation. The following instruments are utilized:

1- Attendance   10%

2- Class Quizzes and assignment   10%

3- A report paper   10%
4- A mid-term exam   20%
5- Final exam   50%

7- References and teaching learning resources

<u>**Text Books:**</u>

- Abrams, M.H. et.al. eds. ***The Norton Anthology of English Literature. Vol. 1.*** London & New York: Norton & Company. (Recent Edition)

One of the following plays:

- Jonson, Ben. ***The Alchemist.***
- Dryden, John. ***All For Love.***
- Congreve, W. ***The Way of the World.***

<u>**References:**</u>

- Bush, D. ***English Literature in the Earlier Seventeenth Century, 1660-1669.*** Oxford: Clarendon Press. 1962.
- James, Trevor. ***The Metaphysical Poets***. Longman. 1988.
- Brown, Laura. ***English Dramatic Form (1660-1760).*** Yale University Press.
- Dobree, Bonamy. ***Restoration Comedy (1660-1720).*** Oxford University Press.

King Faisal University
College of Arts
Department of English Language
Academic Plan: Course Description

1- Course identification

Department	Department of English Language	Level	5	
Course title	The Rise of the Novel	Code		382
Course	Theoretical √ Practical			
Domain	Literature	Prerequisite(s)		
Credit hours	2	Contact	2	ADEL 280: Eng. Lit. of the Renaissance

2- Course content

'Modernity' as a context is of prime importance, since the rise of the novel proper corresponds to the inauguration of the modern era. The course opens with a cultural background of England during the eighteenth and nineteenth centuries, that serves as a layout for discussion of the prescribed texts. The course proceeds by groping for embedded concepts and ideas in relation to character portrayal and progression of events. An over-view of the narrative poetics and their particular employment to further enhance the meaning would be a completive step for a proposed contextual reading of the texts.

3- Course rationale

The course is implemented to round up the students' literary experience at the Department of English.

4- Course objectives

1- Acquainting the student s with the eighteenth century cultural and philosophical richness that has very much informed the prescribed texts, is a top priority.
2- To substantiate their orientation into the literary domain, students are provided with techniques to delve into the second and maybe the third layers of meaning.
3- Discussing the narrative poetics provides the students with necessary skills to unlock the text.

5- Teaching methods

Weekly two-hour classes will include a formal lecture followed by close reading of selected texts, explanation and analysis. The encouragement of students to develop a critical mind through interactive discussions and direct reading is required.

6- Course evaluation

Continuous assessment is the main method of evaluation. The following instruments are utilized:

1-	Attendance	10%
2-	Class Quizzes and assignment	10%
3-	Class participation and quizzes	10%
4-	Mid-Term Exam	20%
5-	Final Exam	50%

7- References and teaching learning resources

Text Books:
- A selection of 18th century and 19th century novels by authors such as: Danial Defoe, Jane Austen, The Brontes, Charles Dickens, George Eliot, Thomas Hardy, and Oscar Wild.

References:
- Forster, E.M. Aspects of the Novel. New York: Harcourt, Brace, 1927
- Allen, Walter. The English Novel. New York: Penguin, 1958

King Faisal University
College of Arts
Department of English Language
Academic Plan: Course Description

1- Course identification

Department	Department of English Language	Level	6
Course title	**Syntax and Morphology**	Code	**ADEL 352**
Course	Theoretical	√	Practical		
Domain	Language/ Linguistics		Prerequisite(s)
Credit hours	2	Contact hours	2	**ADEL 250:** Introduction to Linguistics

2- Course content

"**Syntax and Morphology**" is the third and last course on English grammar and syntax. It introduces the main advances in English generative syntax. It also covers the elaborations on GG as in case grammar and communicative competence, in addition to the recent advances in minimal grammar and Universal Grammar. The course includes a survey of the main methods of morphology and word-formation in English.

3- Course rationale

This course has been suggested because: 1) It provides a rapid review of the theory of syntax. 2) The course introduces students to the recent advances in the study of grammar in Anglo-Saxon scholarship. 3) It is needed for understanding grammatical theories and pursuing scholarship in this vital area of Linguistics.

4- Course objectives

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

1- Demonstrate knowledge of the stages and development of Transformational Generative Grammar.

2- Show knowledge of the recent advances in minimalist grammars and Universal Grammar.

3- Apply GG techniques in analyzing English structure.

4- Discuss and compare various linguistic, social and psychological theories of grammar.

5- Teaching methods

The course makes use of the following teaching/learning methods:

1- Lectures given by the teacher.

2- Teacher-prepared notes and handouts.

3- Class demonstration of specific cases of application.

4- Student's analysis of selected examples.

5- Class Quizzes and assignments.

6- Course evaluation

Continuous assessment is the main method of evaluation. The following instruments are utilized:

1- Attendance   10%

2- Class Quizzes and assignment   10%

3- Practical analysis   10%

4- Midterm Exam   20%

5- Final Exam   50%

7- References and teaching learning resources

1- Main Textbook:

1- English Syntax: An Introduction Dick, Heabelin (2008). *English Syntax*. New York, Organ House Books.

2- Carstaubrs-McCarthy, Andrew (2002). *An Introduction to English Morphology*. Edinburgh, Edinburgh University Press.

2- Reference(s):

1- Dick, Heabelin (2008). *English Syntax*. New York, Organ House Books.

2- Hendrick, Randall (2003). *Minimalist Syntax*. New York, John & Sons, Incorporated.

3- Websites:

1- WWW.barnesandnoble.com

2- KFU Webcity material.

3- Saudi Universities online resources (Internet site)

King Faisal University
College of Arts
Department of English Language
Academic Plan: Course Description

1- Course identification

Department	Department of English Language	Level	6
Course title	Semantics and Pragmatics	Code	ADEL 353
Course	Theoretical √ Practical ☐		
Domain	Language/ Linguistics	Prerequisite(s)	
Credit hours	2 Contact hours 2	ADEL 250: Introduction to Linguistics	

2- Course content

"**Semantics and Pragmatics**" introduces basic areas of Semantics and Pragmatics, with emphasis on lexical Semantics and Speech Acts theory. The course covers the topics of structural semantics under collocation and semantic field, and main sense relations: hyponymy, synonymy, antonymy and polysemy. It briefly introduces componential analysis and language universals. It also provides a preliminary coverage of Speech acts theory, Implicature and Grice Maxims.

3- Course rationale

This course has been suggested because: 1) It introduces the student to selected questions of Semantics and Pragmatics. 2) It provides students with a set of tools and notions which help in analyzing and producing natural language. 3) It is also needed to pave the way for subsequent courses and applications in Discourse Analysis, translation and Natural Language Processing,.

4- Course objectives

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

1- Demonstrate knowledge of the theoretical and practical aspects of collocation and the semantic field.

2- Show knowledge of sense relations, language universals, Speech Act theory, Implicature, and the Maxims of Grice.

3- Apply the above theories in analyzing and describing actual texts.

4- Be able to supply and use semantic and pragmatic notions in actual communication in various contexts.

5- Teaching methods

The course makes use of the following teaching/learning methods:

1- Lectures given by the teacher.

2- Teacher-prepared notes and handouts.

3- Class demonstration (analysis and practice).

4- Student's practical application of communicative skills in analyzing, supplying, making texts in a communicative context.

5- Class Quizzes and assignments.

6- Course evaluation

Continuous assessment is the main method of evaluation. The following instruments are utilized:

1- Attendance   10%

2- Class Quizzes and assignment   10%

3- Practical applications   10%

4- Midterm Exam   20%

5- Final Exam   50%

7- References and teaching learning resources

1- Main Textbook:

1- Palmer, F. second edition (1981).*Semantics*. Cambridge, Cambridge University Press.

2- Allen, K. (1986). Linguistic Meaning (2Volumes). London, Routledge.

2- Reference(s):

3- Cruse, D. A. (1986). *Lexical Semantics*. Cambridge, Cambridge University Press.

1- 3- Websites:

1- KFU Webcity material

2- Saudi Universities online resources (Internet site)

King Faisal University
College of Arts
Department of English Language
Academic Plan: Course Description

1- Course identification

Department	Department of English Language	Level	6
Course title	Applied Linguistics	Code	ADEL 354
Course	Theoretical √ Practical ☐		
Domain	Language/ Linguistics	Prerequisite(s)	
Credit hours	3 Contact hours 4	ADEL 250: Introduction to Linguistics	

2- Course content

"Applied Linguistics" covers the main areas of applying linguistic knowledge in specific professions, particularly teaching English and translation. The course surveys areas such as error analysis and interlanguage, language testing and evaluation, learning and teaching, syllabus and curriculum deign, and communication skills. In addition, it discusses approaches to first and second language acquisition and language planning.

3- Course rationale

The course has been suggested because: 1) It satisfies the need of knowing the possible applications of language studies. 2) It prepares students for further study in one of the fields of language teaching and language planning. 3) It enables students to develop different aspects of Applied Linguistics.

4- Course objectives

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

5- Demonstrate knowledge of the main areas of Applied Linguistics.

6- Show understanding of language learning and teaching.

7- Be able to analyze and use specific language applications in areas such as, teaching methodology, lesson planning, curriculum and syllabus design, and language evaluation.

8- Demonstrate practical skills in applying certain methodology in Applied Linguistics.

5- Teaching methods

The course makes use of the following teaching/learning methods:

1- Lectures given by the teacher.

2- Teacher-prepared notes and handouts.

3- Class demonstration of producing test items.

4- Student's practical application techniques involved in measuring learners' language.

5- Class Quizzes and assignments.

6- Course evaluation

Continuous assessment is the main method of evaluation. The following instruments are utilized:

1- Attendance   10%

2- Class Quizzes and assignment   10%

3- Practical demonstration and applications   10%

4- Midterm Exam   20%

5- Final Exam   50%

7- References and teaching learning resources

1- Main Textbook:

1- Cook, Guy (2003). *Applied Linguistics.* Oxford, Oxford University Press.

2- Davies, D. Royy (2007). *An Introduction to Applied Linguistics*. Edinburgh, Edinburgh University Press.

2- Reference(s):

1- Brown , Douglas (2006). *The Principles of Language Learning and Teaching*. New York, Pearson ESL.

3- Websites:

1- WWW.barnesandnoble.com

2- KFU Webcity material

3- Saudi Universities Online materials (Internet sites)

King Faisal University
College of Arts
Department of English Language
Academic Plan: Course Description

1- Course identification

Department	Department of English Language	Level	6
Course title	Translating Text Types (Arabic-English/ English-Arabic)	Code	ADEL 371
Course	Theoretical √ Practical ☐		
Domain	Translation		Prerequisite(s)
Credit hours	3 Contact hours 4		ADEL 370: Translation Theory

2- Course content

"**Translating Text Types (Arabic-English/ English-Arabic)**" focuses on practice in translating four main text-types: Media (especially first page newspaper articles), business and finance, the language of advertisements, and academic articles. From the media newspaper front-page articles are selected; from the world of business, the emphasis is on business news and reports, bank forms and leaflets, and companies and stock news and reviews. From academic research articles, the abstracts are practiced.

3- Course rationale

This course has been suggested because: 1) It provides students with a much-needed involvement with actual text as used by professionals in different text-types. 2) The course gives the students a chance to apply certain semantic techniques applicable in the process of transporting meaning across language. 3) It is needed for preparing students for carrying out specific tasks required in actual work settings.

4- Course objectives

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

1- Translate samples from the text-types covered in the course.

2- Apply semantic techniques such as collocation, semantic field, and sense relations in their translation reflecting the ability to control information.

3- Show knowledge of requirements of each variety they translate in terms of cultural and linguistic features to suite the audience.

4- Produce English and Arabic translations which satisfy the norms and style of the text-type concerned in each language.

5- Teaching methods

The course makes use of the following teaching/learning methods:

1- Teacher prepared texts representing the text-types in the course.

2- Exercises focusing on specific areas of meaning.

3- Exercises focusing on information control to suite particular audiences.

4- Student's demonstration of specific cases of application.

5- Class Quizzes and assignments.

6- Course evaluation

Continuous assessment is the main method of evaluation. The following instruments are utilized:

6- Attendance   10%

7- Class Quizzes and assignment   10%

8- Practical analysis   10%

9- Midterm Exam   20%

10- Final Exam   50%

7- References and teaching learning resources

1- Main Text for practical work:

1- Teacher Prepared texts: (80% of texts are prepared for each semester: only about 20% of texts are repetitions from previous semesters)*

2- References and exercises for analysis:

1- Texts for analysis are selected from previous translations and translated works and corpora.

3- Websites:
1- WWW. Barnes and Noble Books online.

* Texts for translation should be primarily prepared for the course and taken from existing translations and previously prepared selections and published anthologies.

King Faisal University
College of Arts
Department of English Language
Academic Plan: Course Description

1- Course identification

Department	Department of English Language	Level	6
Course title	**The Modern Novel**	Code	**ADEL 383**
Course	Theoretical √/ Practical ☐		
Domain	Literature		**Prerequisite(s)**
Credit hours	2 Contact 2		**ADEL 382: The Rise of the Novel**

2- Course content

t

> A survey of British fiction in the 20th century will be provided with consideration to the new developments regarding the genre during this period. Aspects of modern fiction that deal with the fragmentation of the moral and spiritual values and its effect on the form and the content of the novel will be stressed.

3- Course rationale

> The course is an occasion for the students to academically approach modern intellectual trends that have tremendously shaped the literary, social, political and economic life of the prescribed period. This in turn would enhance their awareness of the world around them.

4- Course objectives

> The course aims at acquainting students with the variety and richness of the modern realist English novel in the 20th century, focusing on the way changes in the modern period have affected the form and content of the modern British novel.

5- Teaching methods

Weekly two-hour classes will include a formal lecture followed by close reading of selected texts, explanation and analysis. The encouragement of students to develop a critical mind through interactive discussions and direct reading is required.

6- Course evaluation

Continuous assessment is the main method of evaluation. The following instruments are utilized:

1-	Attendance	10%
2-	Class Quizzes and assignment	10%
3-	Practical analysis	10%
4-	Mid-Term Exam	20%
5-	Final Exam	60%

7- References and teaching learning resources

Text Books:
1- A selection of the major works for modern writers like: Henry James, J. Conrad, D.H. Lawrence, J. Joyce, V. Woolf, E.M. Forster, G. Green, and Orwell.

References:
1- Graig, Hardin. English Literature of the Twentieth Century. Oxford: Oxford Univ. Press, 1950.
2- O'Connor, W.V. Forms of the Modern Fiction. New York: Roland Breth Co. 1952.
3- Beach, J.W. The Twentieth-Century Novel; Studies in Technique . California: California Univ. Press, 1963.

King Faisal University
College of Arts
Department of English Language
Academic Plan: Course Description

1- Course identification

Department	Department of English Language	Level	6
Course title	**English Poetry from Romantics to Moderns**	Code	ADEL 384
Course	Theoretical 2 Practical		
Domain	Literature	Prerequisite(s)	
Credit hours	2 Contact 2	ADEL 381: 17th century Eng. Lit.	

2- Course content

The course contains three significant literary movements: Romantic, Victorian and Modern. These literary periods will be examined, analyzed and evaluated through comprehensive understanding of the literary history. Romantic aesthetic development, Victorian intellectual reforms and Moderns innovative techniques will be thoroughly explored. Philosophical, social and intellectual changes must be discussed to provide the students with basic background of the periods. Major poets should be taught such as: Blake, Wordsworth, Coleridge, Keats, Byron, Shelley, Tennyson, the Brownings, Arnold, Hardy, Yeats, Owen,Auden and Eliot.

3- Course rationale

The course is significant for it provides students with the major development in the poetic philosophy and tradition of English poetry.

4- Course objectives

1. The objective of this course is to give an overview of the important writers and literary ideas of the English Romantic, Victorian and Modern periods.
2. This will include a review of the historical, literary, and sociological reasons for the development of literature.
3. The course will develop a deeper understanding of the movements' themes and techniques. Students will be able to analyze, interpret, and critically evaluate literary texts.

.

5- Teaching methods

1- Reading and discussion of topics.

2- Critical analysis for the selected poets and their theoretical perspectives.

3- Oral presentation and group discussion.

6- Course evaluation

Continuous assessment is the main method of evaluation. The following instruments are utilized:

1- Attendance   10%

2- Class Quizzes and assignment   10%

3- Research paper   10%

4- Mid-term exam   20%

5- Final exam   50%

7- References and teaching learning resources

Textbooks:

1- *The Norton Anthology of English Literature* Vol II. M.H.Abrams

References:
1- *English Romantic Poets: Modern Essays in Criticism.* Ed M.H. Abrams
2- *The Victorian Frame of Mind.* W. H. Houghton
3- *Poetry Today: A Critical Guide to British Poetry 1960-1995* Anthony Thwaite
4- *The Alien Vision of Victorian Poetry: sources of the poetic Imagination in Tennyson, Browning and Arnold.* E.D.H.Johnson

Web sites:
Sparknotes.com   Questia.com
Gradesaver.com   English.illinois.edu/maps
Victorianweb.org   rpo.org

King Faisal University
College of Arts
Department of English Language
Academic Plan: Course Description

1- Course identification

Department	Department of English Language	Level	7
Course title	Psycholinguistics	Code	ADEL 455
Course	Theoretical √ Practical ☐		
Domain	Language/ Linguistics	Prerequisite(s)	
Credit hours	2 Contact hours 2	ADEL 250: Introduction to Linguistics	

2- Course content

"Psycholinguistics" introduces the main areas of Psycholinguistics. It covers the main mechanisms involved in natural language processing, the main theories of language learning with emphasis on the mentalist approach. It also reviews selected areas of language pathology. The course also reviews the psychological nature of concepts, semantic representation, linguistic primitives and the relationship between understanding and interpretation.

3- Course rationale

The course has been suggested because: 1) It provides students with the knowledge of the basic areas of Psycholinguistics. 2) It introduces the topic of language acquisition and the mental bases of semantic representation. 3- It is needed for introducing students to experimental design in Psycholinguistics and the study of psychological variables.

4- Course objectives

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

1- Demonstrate knowledge of the mentalist approach to the study language.

2- Show knowledge of experimental design in psycholinguistics and the study of psychological variables.

3- Show knowledge of selected areas of language pathology.

4- Demonstrate knowledge of the main mentalist theories of language acquisition.

5- Teaching methods

The course makes use of the following teaching/learning methods:

1- Lectures given by the teacher.

2- Teacher-prepared notes and handouts.

3- Case studies of examples of experimental design in psycholinguistics.

4- Student's reports and application.

5- Class Quizzes and assignments.

6- Course evaluation

Continuous assessment is the main method of evaluation. The following instruments are utilized:

1- Attendance   10%

2- Class Quizzes and assignment 10%

3- Practical applications   10%

4- Midterm Exam   20%

5- Final Exam   50%

7- References and teaching learning resources

1- Main Textbook:

1- Carman, Micael, Bresnan J. and Anderson, S. R. (2005. *Psycholinguistics*. Cambridge, Cambridge University Press.

2- Reference(s):

1- Pinker, Steven (2007). *Language Instinct: How the Mind Creates Language.* New York, HarperCollins Publishers.

2- Brown, H. Douglas (2006). *Principles of Language Learning and Teaching.* New York, Pearson ESL.

3- Websites:
4- WWW.barnesandnoble.com
5- KFU Webcity material
6- Saudi Universities online resources (Internet site)

King Faisal University
College of Arts
Department of English Language
Academic Plan: Course Description

1- Course identification

Department	Department of English Language	Level	7
Course title	Sociolinguistics (elective)	Code	ADEL 456
Course	Theoretical √ Practical ☐		
Domain	Language/ Linguistics	Prerequisite(s)	
Credit hours	2 Contact hours 2	ADEL 250: Introduction to Linguistics	

2- Course content

"Sociolinguistics" introduces the main areas of studying language in its social context. The course elaborates on sociolinguistics as different from the sociology of language. Language determines and hence controls social factors such as social class, socio-cultural variables, gender, race, and other situational parameters. The course focuses on British and American Sociolinguistics, including dialects and other social factors in addition to variation according to use, i.e. registers, sublanguages, text-types and genres in English.

3- Course rationale

The course has been suggested because: 1) It provides students with an in-depth understanding of the social function of language. 2) It provides insights into the socio-cultural factors sensitive to language use. 3- It is needed to understand English society and culture.

4- Course objectives

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

1- Demonstrate knowledge of social and cultural function of English.

2- Show knowledge of linguistic features typical of a given major regional English dialect.

3- Show knowledge of the linguistic features typical of certain varieties of English (conversation, speech verses writing, scientific English, and a selection of typical text-types).

4- Apply sociolinguistic analysis in relation to using English in the local situation and the Middle East.

5- Teaching methods

The course makes use of the following teaching/learning methods:

1- Lectures given by the teacher.

2- Teacher-prepared notes and handouts.

3- Class demonstration of applications in a case study.

4- Student's practical application of sociolinguistic analysis to local situation.

5- Class Quizzes and assignments.

6- Course evaluation

Continuous assessment is the main method of evaluation. The following instruments are utilized:

1- Attendance   10%

2- Class Quizzes and assignment   10%

3- Practical applications   10%

4- Midterm Exam   20%

5- Final Exam   50%

7- References and teaching learning resources

1- Main Textbook:

1- Wardhaugh, Ronald (2005). *An Introduction to Sociolinguistics*. New York, Wiley, John & Sons, Incorporated.

2- Reference(s):

1- Cheshire, Jenny Ed. (1991). *English around the World: Sociolinguistic Perspectives*. Cambridge, Cambridge University Press.

3- Websites:
1- WWW.barnesandnoble.com
2- KFU Webcity material
3- Saudi Universities online resources (Internet site)

King Faisal University
College of Arts
Department of English Language
Academic Plan: Course Description

1- Course identification

Department	Department of English Language	Level	7
Course title	**Language Planning (elective)**	**Code**	**ADEL 457**
Course	Theoretical √ Practical ☐		
Domain	**Language/ Linguistics**	**Prerequisite(s)**	
Credit hours	2	**Contact hours** 2	**ADEL 250: Introduction to Linguistics**

2- Course content

"Language Planning" discusses the main factors governing the linguistic conventions and norms, and language in contact. The course examines the role of socio-cultural factors and educational institutions in language replacement, and "standard" language. It discusses the role of standard language in nation building and in academic settings (Arabization). The course studies selected cases of language planning such as South Africa, India, Malaysia and Tanzania.

3- Course rationale

The course has been suggested because: 1) It provides students with insights into the nature of linguistic conventions and norms. 2) It introduces the notion of "standard" language in relation to English. 3- It is needed for giving students a chance to understand the mechanisms and implications of language change and language engineering.

4- Course objectives

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

1- Demonstrate knowledge of the nature of linguistic conventions and norms in English.

2- Show knowledge of the history, development and function of standard English in UK, USA, Australia or Canada.

3- Show awareness of the importance of language planning.

4- Show knowledge of the function of educational institution in promoting standards, implications of language engineering in selected cases.

5- Teaching methods

The course makes use of the following teaching/learning methods:

1. Lectures given by the teacher.
2. Teacher-prepared notes and handouts.
3. Class demonstration of applications and data analysis.
4. Student's practical application and input.
5. Class Quizzes and assignments.

6- Course evaluation

Continuous assessment is the main method of evaluation. The following instruments are utilized:

1. Attendance   10%
2. Class Quizzes and assignment   10%
3. Practical applications   10%
4. Midterm Exam   20%
5. Final Exam   50%

7- References and teaching learning resources

1- Main Textbook:

1. Newmwyer, Fredrick . *Linguistics: The Cambridge Survey: IV Language: The Socio-Cultural Context.* Cambridge, Cambridge University Press.

2- Reference(s) & Websites:

1. WWW.barnesandnoble.com
2. KFU Webcity material
3. Saudi Universities online resources (Internet site)

King Faisal University
College of Arts
Department of English Language
Academic Plan: Course Description

1- Course identification

Department	Department of English Language	Level	7
Course title	Language Variation (elective)	Code	ADEL 458
Course	Theoretical √ Practical		
Domain	Language/ Linguistics	Prerequisite(s)	
Credit hours	2 Contact hours 2	ADEL 250: Introduction to Linguistics	

2- Course content

"Language Variation" introduces the main areas of studying the relationship between linguistic variables and certain social or psychological variables. It focuses on the areas where correlations between a linguistic feature and extra-linguistic an variable. The extra-linguistic variables cover notions such as race, gender, minorities, ethnic group, and personality traits such as attitude, maturation, intelligence, memory, and attrition.

3- Course rationale

The course has been suggested because: 1) It provides students with wide vision of the relationship between linguistic variation and extra-linguistic factors. 2) It helps student understand the relationship between standard language and certain variation in language use. 3- It is needed for enabling students to handle language variation in light of language standard.

4- Course objectives

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

1- Demonstrate knowledge of the main areas of linguistic variation.

2- Show knowledge of relationship between personality traits and psychological variables and language variation in English.

3- Analyse and use techniques used in data collection and experimental studies investigating English language variation.

4- Demonstrate practical abilities identify and analyse language variation in English.

5- Teaching methods

The course makes use of the following teaching/learning methods:

1- Lectures given by the teacher.

2- Teacher-prepared notes and handouts.

3- Class demonstration of applications using a English language variation case study.

4- Student's practical work.

5- Class Quizzes and assignments.

6- Course evaluation

Continuous assessment is the main method of evaluation. The following instruments are utilized:

1- Attendance 10%

2- Class Quizzes and assignment 10%

3- Practical applications 10%

4- Midterm Exam 20%

5- Final Exam 50%

7- References and teaching learning resources

1- Main Textbook:

1- Chambers, J. K. et.al. Eds. (2004). *The Handbook of Language Variation and Change*. New York, Wiley, John & Sons.

2- Reference(s):

1- Labov, William (1973). *Sociolinguistic Patterns*, Pennsylvania, Pennsyvania State University.

3- Websites:
1- WWW.barnesandnoble.com
2- KFU Webcity material
3- Saudi Universities online resources (Internet site)

King Faisal University
College of Arts
Department of English Language
Academic Plan: Course Description

1- Course identification

Department	Department of English Language	Level	7
Course title	**Creative Translation**	Code	**ADEL 472**
Course	Theoretical √ Practical ☐		
Domain	Translation	**Prerequisite(s)**	
Credit hours	2 Contact hours 2	**ADEL 370: Translation Theory**	

2- Course content

"**Creative Translation**" is a practical course which focuses on translating creative texts. This includes translating examples from Arabic and English rhetorical texts such as historical Islamic documents and oration. In addition, the course covers translating literary works ranging from novels and short stories to poetry.

3- Course rationale

This course has been suggested because: 1) It is needed to explore the creative potential of translation. 2) It acquaints students with the active process of translating literature and creative works between Arabic and English. 3) It is needed to develop students' skills in appreciating and producing creative translations.

4- Course objectives

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

1- Translate examples of various creative texts.

2- Show knowledge of interpreting creative texts through their own translation.

3- Show some skills in manipulating/producing translation of literary and rhetorical texts.

4- Analyse and evaluate creative translations between Arabic and English.

5- Teaching methods

The course makes use of the following teaching/learning methods:

1- Practical classroom translation of a sample of the areas under study.

2- Analysis and reformulation of students' own translation.

3- Exercises covering rhetorical and creative features of selected varieties of Arabic and English.

4- Exercises using re-translation and peer evaluation.

6- Course evaluation

Continuous assessment is the main method of evaluation. The following instruments are utilized:

1- Attendance   10%

2- Class Quizzes and assignment   10%

3- Practical analysis   10%

4- Midterm Exam   20%

5- Final Exam   50%

7- References and teaching learning resources

1- Main Textbook:

1- Selected Texts by course instructors (80% new texts selected for each session).

2- Perteghella, Manuela and Eugenia Loffedo Eds. (2006). *Translation and Creativity*. New York and London, Continuum International Publishing.

2- Reference(s):
1- Bassnet, Susan and Peter Bush Eds. (2006). *The Translator As Writer*. New York and London, Continuum International Publishing

3- Websites:
1- WWW.barnesandnoble.com
2- KFU Webcity material.
3- Saudi Universities online resources (Internet site)

King Faisal University
College of Arts
Department of English Language
Academic Plan: Course Description

1- Course identification

Department	Department of English Language	Level	7
Course title	**Literary Criticism**	Code	**ADEL 485**
Course	Theoretical √ Practical √		
Domain	Literature		**Prerequisite(s)**
Credit hours	3	Contact	4	ADEL 280 Eng. Lit. (Renaissance)

2- Course content

Theoretical Criticism:
   This course provides an exposure to the main discourse and practices of literary and cultural theory. It examines critical approaches to literary texts starting with the early formations of the problem of interpretation with Plato and Aristotle, then it moves through different schools till it reaches the twentieth century with its application to literature and culture including major theories and applications such as Modern Criticism, Russian Formalism, Reader Oriented theories, and Post-Colonial studies. These approaches will be studied in terms of their abilities to address major issues and component of the literary process (author, text, reader, history, culture). The students will be tested on selected literary texts from Sidney, Dryden, the Neo-Classics, the Romantics, T.S. Eliot, Wolfgang Iser, Mikhail Baktin, Edward Said, and others.
 Practical Criticism:
    This course is composed of a selection of literary texts to be given to the students for analysis. Students should be able to apply the literary theories they have studied to those texts.

3- Course rationale

   The rationale of this course is to highlight the major developments in critical theories from the classical past up to the modern period. It helps the students to develop their critical skills by reading, understanding, and analyzing literary texts.

4- Course objectives

   This course aims at helping students to articulate the broad ways in which literary theory applies to their own culture, global culture, and their own lives. Students will demonstrate through written works, class comments, and oral and written presentations their abilities to apply various theories to literature and aspects of contemporary culture.

5- Teaching methods

The nature of the course will require the use of different teaching methods: explanation, evaluation, analyses, discussion of critical theories, and reading critical and literary texts for further elaboration and appreciation.

6- Course evaluation

Continuous assessment is the main method of evaluation. The following instruments are utilized:

1- Attendance   10%

2- Class Quizzes and assignment   10%

3- Practical analysis   10%

4- Midterm   20%

5- Final Exam   50%

7- References and teaching learning resources

Text Books:
1- Enright and Chickera. *English Critical Texts*. Oxford University Press, 1962.

References:
1- Selden, Roman and Widdowson, Peter. *A Reader's Guide to Contemporary Literary Theory*. 3rd ed. 1993.
2- Payne, Michael, ed. A *Dictionary of Cultural and Critical Theory*. 1996.
3- Bertens, Han. *Literary Theory: Basics*. 2001.

King Faisal University
College of Arts
Department of English Language
Academic Plan: Course Description

1- Course identification

Department	Department of English Language	Level	7
Course title	Modern Drama	Code	486
Course	Theoretical ☐ Practical ☐		
Domain	Literature	Prerequisite(s)	
Credit hours	2 Contact 2	ADEL 280 Eng. Lit. (Renaissance)	

2- Course content

This course examines Western drama ,from the middle of the nineteenth century through the Second World War, which aspired to new levels of theatrical and social realism and then experimented with piercing the boundaries of the realism it had achieved. It is a study of mainly European and British modern and avant-garde drama in the period from Ibsen to the present, including a close reading and analysis of a selection from the following playwrights and the dramatic schools they represent: Ibsen, Chekhov ,Yeats, Syng, Eliot, Beckett & Osborne.

3- Course rationale

Previous literary courses in Renaissance and Seventeenth Century have introduced students to the genre and early contributors to the sub-genres. The present course allows students to cover the modern and avant-garde schools and to develop their analytical and critical skills.

4- Course objectives

The objectives of this course are to explore modern and avant-garde British and Western Drama and to place theatre practice within its cultural context.

To develop analytical and critical skills.

To help students majoring in English to find opportunities in a wide spectrum of careers : media, journalism, teaching, as well as further postgraduate study to MA and Ph.D. levels.

5- Teaching methods

Weekly two hour classes will include a formal lecture followed by reading, text analysis and discussions .

 Short seminar papers are presented by students with the help of powerpoint .

Prescribed texts are read and their problems and challenges tested.

6- Course evaluation

Continuous assessment is the main method of evaluation. The following instruments are utilized:

1- Attendance 10%

2- Class Quizzes and assignment 10%

3- Term paper 10%

4- Midterm Exam 20%

5- Final Exam 50%

7- References and teaching learning resources

Three of the following prescribed texts :

Henrik Ibsen :
The Wild Duck
G.B. Shaw :Pygmalion
W.B. Yeats: At the Hawk's Well
J.M. Synge :Riders to the Sea
T.S. Eliot :The Family Reunion
Samuel Beckett :Endgame

References:

1- J.,L. Styan, *Modern Drama in Theory & Practice:1-Realism and Naturalism, Symbolism, Surrealism and the Absurd, 3- Expressionism and Epic Theatre*, Cambridge Univ. Press,1983.

2- Adrian Page (ed.), The Death of the Playwright? Modern British Drama & Literary Theory, Macmillan 1992.

King Faisal University
College of Arts
Department of English Language
Academic Plan: Course Description

1- Course identification

Department	Department of English Language	Level	7
Course title	**Research Methodology and Design**	Code	**ADEL 495**
Course	Theoretical √ Practical ☐		
Domain	Research methods		Prerequisite(s)
Credit hours	2	Contact hours 2	**ADEL 250: Into. To Linguistics**

2- Course content

"**Research Methodology and Design**" is a basic course which prepares students for designing and carrying small-scale research projects in the areas of language studies and Linguistics. It deals with methodological problems in humanities ranging from empiricism to Ethnomethodology and hermeneutics. In addition, it covers experimental design, sampling and data collection in various types of corpora. The course also covers research techniques and styles such as the APS style.

3- Course rationale

This course has been suggested because: 1) It provides students with a theoretical background needed for research in humanities. 2) It develops the skill and knowledge needed for research in humanities. 3) It is needed for carrying out a small-scale research project.

4- Course objectives

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

1- Demonstrate knowledge of the theoretical dimensions of research in language studies.

2- Identify and solve problems in a given area of language studies.

3- Design a small-scale investigation of a given topic.

4- Apply standard procedures and styles in writing up research reports and investigations.

5- Teaching methods

The course makes use of the following teaching/learning methods:

1- Lectures given by the teacher.

2- Analysis of research works and evaluation of their methodology and results.

3- Analysis of various types of data.

4- Student's analysis of selected data.

5- Class Quizzes and assignments.

6- Course evaluation

Continuous assessment is the main method of evaluation. The following instruments are utilized:

1- Attendance   10%

2- Class tasks and class work   20%

3- Midterm Exam   20%

4- Final Exam   50%

7- References and teaching learning resources

1- Main Textbook:

1- Brown, James Dean, Rodgers, Theodore S. **(2003).** *Doing Second Language Research.* Oxford, Oxford University Press.

2- Reference(s):
1- Methods and skills in research ?.

3- Websites:
1- WWW.barnesandnoble.com
2- KFU Webcity material.
3- Saudi Universities online resources (Internet site)

King Faisal University
College of Arts
Department of English Language
Academic Plan: Course Description

1- Course identification

Department	Department of English Language	Level	8
Course title	Discourse Analysis	Code	ADEL 459
Course	Theoretical √ Practical ☐		
Domain	Language/ Linguistics	Prerequisite(s)	
Credit hours	2 Contact hours 2	ADEL 250: Into. To Linguistics	

2- Course content

"Discourse Analysis and Pragmatics" introduces the main areas of studying text and language varieties. The areas include discourse markers, textual units, text structuring, cohesion and coherence, and conversational analysis. In addition the course covers specific techniques used in the analysis of varieties of speech and writing. There is also special emphasis on the study of macro-functions of language as seen in the analysis of actual texts.

3- Course rationale

The course has been suggested because: 1) It provides students with the knowledge base in different areas of discourse analysis and text linguistics. 2) It prepares students for studying actual texts in terms of comprehension and production. 3- It is needed for enabling students to approach language as structure and as a manifestation of communication.

4- Course objectives

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

1- Demonstrate knowledge of aspects of cohesion and coherence.

2- Show knowledge of various topics of discourse analysis and text linguistics.

3- Be able to analyze and use techniques of text analysis of various varieties in English.

4- Demonstrate practical abilities in analyzing conversational skills.

5- Teaching methods

The course makes use of the following teaching/learning methods:

1- Lectures given by the teacher.

2- Teacher-prepared notes and handouts.

3- Class demonstration of applications of text analysis.

4- Student's practical application of communicative skills in text analysis and text making.

5- Class Quizzes and assignments.

6- Course evaluation

Continuous assessment is the main method of evaluation. The following instruments are utilized:

1- Attendance   10%

2- Class Quizzes and assignment   10%

3- Practical applications   10%

4- Midterm Exam   20%

5- Final Exam   50%

7- References and teaching learning resources

1- Main Textbook:

1- 1- Gee, James P. (2005). *An Introduction to Discourse Analysis: Theory and Method*. New York, Taylor and Francis.

2- Fairclough, Norman et al. (2003). *Analysing Discourse: Textual Analysis for Social Research.* New York, Taylor and Francis.

2- Reference(s):

1- Brown, G. Yule (1985). *Dicourse Analysis*. Cambridge, CUP.

2- 3- Websites:
3- WWW.barnesandnoble.com
4- KFU Webcity material
5- Saudi Universities online resources (Internet site)

King Faisal University
College of Arts
Department of English Language
Academic Plan: Course Description

1- Course identification

Department	Department of English Language	Level	8
Course title	**English Language and Information Technology**	Code	**ADEL 460**
Course	Theoretical √ Practical ☐		
Domain	Language/ Linguistics	**Prerequisite(s)**	
Credit hours	2 Contact hours 2	**ADEL 250: Into. To Linguistics**	

2- Course content

English Language and Computer Technology introduces the main areas of applying computer technology in the field of language studies. These areas include a variety of applications based on Natural Language Processing (NLP), such as computer aided language learning (CALL), corpus studies, and distance learning. The course covers the potential of computer applications in a variety of fields in Language studies.

3- Course rationale

The course has been suggested because: 1) It provides students with the knowledge base in different areas of applying information technology to language studies. 2) It prepares students for further computer applications in various fields of language studies. 3) It enables students to use different aspects of NLP in their learning and in their future jobs.

4- Course objectives

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

1- Demonstrate knowledge of various applications of information technology in language studies.

2- Be able to use different aspects of NLP in their learning, such as distance learning material and computer-based corpora.

3- Be able to analyze and critique example of programs used in NLP.

5- Teaching methods

The course makes use of the following teaching/learning methods:

1- Lectures given by the teacher.

2- Teacher-prepared notes and handouts.

3- Class demonstration of applications of NLP.

4- Student's practical application of computer technology.

5- Class Quizzes and assignments.

6- Course evaluation

Continuous assessment is the main method of evaluation. The following instruments are utilized:

1- Attendance   10%

2- Class Quizzes and assignment   10%

3- Practical applications   10%

4- Midterm Exam   20%

5- Final Exam   50%

7- References and teaching learning resources

Textbooks:

1- Yule, George (1996). "Language and Machines", in Yule, George: *The Study of Language.* Cambridge, the University of Cambridge Press.

23- Pereira, Fernando C. (Ed.) (1994). *Natural Language Processing.* Massachusetts, MIT Press.

B- References:

1- Ohlbach, Hans J. (Ed.) (1992). *16th German Conferences on Artificial Intelligence.* Bon, Germany, August 31-September 3, New York, Spring-Verlag.

2- Barnbrook, Geoff (1996). *Language and Computers.* Edinburgh, Edinburgh University Press.

3- Smith, K. T. et.al. (2003). The Semantic Web: A Guide to the Future of XML, Web Services, and Knowledge Management. New York, Wiley, John & Sons.

C. Websites:

1- WWW.barnesandnoble.com

2- KFU Webcity materials.

3- British English Corpus (Internet site).

King Faisal University
College of Arts
Department of English Language
Academic Plan: Course Description

1- Course identification

Department	Department of English Language	Level	8
Course title	Consecutive translation (elective)	Code	ADEL 473
Course	Theoretical √ Practical ☐		
Domain	Translation	Prerequisite(s)	
Credit hours	2 Contact hours 2	ADEL 370: Translation Theory	

2- Course content

"**Consecutive translation**" is a practical course which focuses on developing the skills of producing a translation within a short time (directly after hearing the Source Text). The text used in the course are mainly newspaper material representing public (non-specialization) domain/knowledge and popular science. The main thrust is to produce a current oral translation.

3- Course rationale

This course has been suggested because: 1) It is needed to provide practice in using oral English after a short Arabic utterance. 2) It is needed to train students in producing fast correct responses. 3) It is needed as a basis for language skills and as an ability that can be developed later in work conditions.

4- Course objectives

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

1- Demonstrate comprehension of new unprepared utterances and texts.

2- Show competence in oral communication and interpretation.

3- Translate unseen texts fairly rapidly and with minimum errors.

4- Show retention and control of information in unprepared verbal texts in situations similar to real life.

5- Teaching methods

The course makes use of the following teaching/learning methods:

1- Practical classroom/lab translation of samples of the areas under study.

2- Analysis and reformulation of students' own translation.

3- Exercises on errors correction and techniques of information retention in selected varieties of Arabic and English.

4- Exercises for practicing fast reproduction of information using re-translation and peer evaluation.

6- Course evaluation

Continuous assessment is the main method of evaluation. The following instruments are utilized:

1- Attendance   10%

2- Class exercises and assignment   10%

3- Prepared exercises   10%

4- Midterm Exam   20%

5- Final Exam   50%

7- References and teaching learning resources

1- Main Textbook:

1- Patrie, Patrie (2004). *Consecutive Interpreting: Workbook and DVD*. USA, Dawn Sign Press.

2- Reference(s):

1- Dimitrova, Birgitta E. E. and Kenneth Hyltentam Eds. (2000*). Language processing and Simultaneous Interpreting: Interdisciplinary Perspectives*. New York, Benjamins, John Publishing Company.

3- Websites:
1- WWW.barnesandnoble.com
2- KFU Webcity material.
3- Saudi Universities online resources (Internet site)

King Faisal University
College of Arts
Department of English Language
Academic Plan: Course Description

1- Course identification

Department	Department of English Language	Level	8
Course title	**Machine Translation (elective)**	Code	**ADEL 474**
Course	Theoretical √ Practical ☐		
Domain	Translation	**Prerequisite(s)**	
Credit hours	2	Contact hours 2	**ADEL 370: Translation Theory**

2- Course content

"**Machine Translation**" surveys the history of Machine Translation (MT) and discusses the components and characteristics of MT programs. It also focuses on one well-known MT program, Systran, in an attempt to study a classical case of developing MT programs over a long time. The course also examines some output of MT programs currently used in the local Arabic-English English-Arabic translation market.

3- Course rationale

This course has been suggested because: 1) It is needed for introducing students to the history and advances in MT. 2) It acquaints students with the potential of MT. 3) It presents a chance to know MT programs available in European Arabic academic and professional contexts.

4- Course objectives

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

1- Demonstrate knowledge of the components and characteristics of Arabic-English and English-Arabic MT programs.

2- Show a good knowledge of history and development of Systran.

3- Show knowledge

4- Analyse and evaluate the output of specific MT programs.

5- Teaching methods

The course makes use of the following teaching/learning methods:

1- Lectures given by the teacher.

2- Teacher-prepared notes and handouts.

2- Class demonstration of specific cases of MT programs and their output.

3- Student's analysis of selected computer-aided translational data.

4- Class Quizzes and assignments.

6- Course evaluation

Continuous assessment is the main method of evaluation. The following instruments are utilized:

1- Attendance   10%
2- Class Quizzes and assignment   10%
3- Practical analysis   10%
4- Midterm Exam   20%
5- Final Exam   50%

7- References and teaching learning resources

1- Main Textbook:

1- Wilks, Yorick (2008). *Machine Translation*. New York and London, Spring-Verlag.

2- Reference(s):
1- Al-Wafi MT program.
2- Al-Mutarjim Alarabi MT program.

3- **Websites:**

1- Systran online.
2- WWW.barnesandnoble.com
3- KFU Webcity material.
4- Saudi Universities online resources (Internet site)

King Faisal University
College of Arts
Department of English Language
Academic Plan: Course Description

1- Course identification

Department	Department of English Language	Level	8
Course title	Translating Terminology (elective)	Code	ADEL 475
Course	Theoretical √ Practical ☐		
Domain	Translation	Prerequisite(s)	
Credit hours	2 Contact hours 2	ADEL 370: Translation Theory	

2- Course content

"**Translating Terminology**" contains a theoretical and a practical part. The first part explores Arabic- English and English-Arabic translation of technical terms in relation to the theory of naming and the question of arbitrariness of the linguistic sign and sense relations (polysemy and homonymy). Examples of some approaches to defining and rendering technical terms across language and a case study of the development of translational terminology in an academic field will be studied.

3- Course rationale

This course has been suggested because: 1) It provides students with a theoretical background of professional practices in translating terminology. 2) It develops the skill needed for approaching the translation of new terms. 3) It is needed for getting students involved in actual cases of translating technical terms.

4- Course objectives

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

1- Demonstrate knowledge of the theoretical dimensions of translating terminology between Arabic and English.

2- Show knowledge of sense relationship between theory and practice in translating terminology.

3- Provide English/Arabic translations of terms which are new or whose translation needs revision.

4- Carry out an analysis of exiting translations of a set of technical terms in an academic context.

5- Teaching methods

The course makes use of the following teaching/learning methods:

1- Lectures given by the teacher.

2- Teacher-prepared notes and handouts.

3- Class demonstration of specific tasks of application.

4- Student's analysis of selected translational data.

5- Class Quizzes and assignments.

6- Course evaluation

Continuous assessment is the main method of evaluation. The following instruments are utilized:

1- Attendance   10%

2- Class Quizzes and assignment   10%

3- Practical analysis   10%

4- Midterm Exam   20%

5- Final Exam   50%

7- References and teaching learning resources

1- Main Textbook:

1- Kennedy-Day, Kiki (2002). *Books of Definitions in Islamic Philosophy: The Limits of Words*. New York, Taylor and Francis.

2- Bowker, Lynne (2006). *Lexicography, Terminology, and Translaation: Text-Based Studies in Honour of Ingrid Meyer.* Otawa, University of Otawa Press

2- Reference(s):

1- Kageura, Kyo (2002). *The Dynamics of Terminology: A Descriptive Theory of Term Formation and Terminological Growth* (Terminology and Lexicography Series). New York, Benjamins.

3- Websites:

1- WWW.barnesandnoble.com

2- KFU Webcity material.

3- Saudi Universities online resources (Internet site)

King Faisal University
College of Arts
Department of English Language
Academic Plan: Course Description

1- Course identification

Department	Department of English Language	Level	8
Course title	Introduction to American Literature	Code	ADEL 487
Course	Theoretical X Practical		
Domain	Literature		Prerequisite(s)
Credit hours	2	Contact	2	ADEL 280: Eng. Lit. of the Renaissance

2- Course content

The course offers a brief introductory survey concentrating on major writers, works trends and genres. The course examines the major literary movements of: Romanticism, Transcendentalism, Realism, Naturalism and ending with the Harlem Renaissance. At least one novel, one play, and a collection of poems to be closely studied of the works of writers such as Longfellow, Poe, Howthorne, Melville, Dickinson, Whitman, Twain, James, Frost, O'Neill, Hemingway, O'Connor, Stevens, Hughes, Cullen, Wright, and others.

3- Course rationale

The course deals with the American Literature, which is one of the great sources for English literature since the late 19th century. Moreover, many American literary works are regarded now among the English literature classics. Accordingly, this course is essential for the student of English language and literature.

4- Course objectives

- The course aims at exposing the student of English language and literature to different literary and cultural canons of the English speaking world.
- Through the wide scope of reading, the course aims at giving the student and ample opportunity to trace the development of American literature from being dependent on the English literature to be a real independent and even influential in it.
- The course aims at exposing the reader to the intercultural nature of the American literature.
- One of the main objectives of the course is to develop the student's literary taste and the analytical and critical skills.

5- Teaching methods

The student is supposed to learn some sort of independent learning strategies, and not to stop at lecturing method. This is translated through:

- Giving the student reading assignments on certain related topics to be prepared in advance and to be discussed orally in class. This is meant to give time to **discussion sessions** more than to traditional **lecturing**.
- **Analyzing** literary texts in the light of the common literary techniques of the targeted periods whether dramatic or poetic.

6- Course evaluation

Continuous assessment is the main method of evaluation. The following instruments are utilized:

1- Attendance   10%

2- Class Quizzes and assignment   10%

3- A report paper   10%

4- Midterm Exam   20%

5- Final Exam   50%

7- References and teaching learning resources

Text Books:

A selection of poems chosen from:

- Murphy, F., H. Parker et.al. eds. The *Norton Anthology of American Literature. Vol. 1.* New York & London: Norton & Co. (recent edition).
- Bayn, Nina, et.al. eds. *The Norton Anthology of American Literature.Vol.2.* New York & London: Norton & Co. (recent edition).

One play by one of the following dramatists:

- E. O'Neill OR Tennessee Williams.

One novel by one of the following novelists:

- Hawthorne, Melville, OR Hemingway.

King Faisal University
College of Arts
Department of English Language
Academic Plan: Course Description

1- Course identification

Department	Department of English Language	Level	8
Course title	The Short Story (elective)	Code	ADEL 488
Course	Theoretical √/ Practical		
Domain	Literature		Prerequisite(s)
Credit hours	2	Contact	2	ADEL 280: Eng. Lit. of the Renaissance

2- Course content

The versatility of the short story makes it, indeed, a genre that accommodates diverse subjects, narrative techniques and cultural contexts calling for variegated approaches. Both American and European short stories make the material of the course. The brevity of the short story fosters a relatively comprehensive reading that involves a hermeneutical process attends to the meaning of the work and a theoretical address to the meaning as well. A minimum of six short stories are to be covered.

3- Course rationale

The course introduces the student to yet another prose form. Highly intricate, the short story yields layers of meaning inviting the students to experiment an in-depth study. The above proposed number allows for comparative ventures.

4- Course objectives

The course seeks to:
1- Expose the student to a rather modern genre.
2- Improve the students' critical reading.
3- Widen up the students' academic perspective by incorporating extra-textual material.

5- Teaching methods

The course proceeds through the instructor's maneuver to entice the students drawing them into a dialogical relation. Reading the texts, dwelling on key words and images, posing questions, and citing examples from shared knowledge give a chance to the students to reflect and the instructor to interact.

6- Course evaluation

Continuous assessment is the main method of evaluation. The following instruments are utilized:

1- Attendance 10%

2- Class Quizzes and assignment 10%

3- Practical analysis 10%

4- Midterm Exam 20%

5- Final 50%

7- References and teaching learning resources

Text Books and References
1- Otes, Joyce Carol. Ed. The Oxford Book of American Short Stories. Oxford: Oxford Univ. Press, 1992.

2- Pritchett, V.S. Ed. The Oxford of Short Stories. Oxford: Oxford Univ. Press, 1988.

3- Shaw, Valerie. The Short Story: A Critical Introduction. New York: Longman, 1986.

King Faisal University
College of Arts
Department of English Language
Academic Plan: Course Description

1- Course identification

Department	Department of English Language	Level	8
Course title	**Children's Literature (elective)**	Code	**ADEL 489**
Course	Theoretical	2	Practical		
Domain	Literature		Prerequisite(s)
Credit hours	2	Contact	2	ADEL 280: Eng. Lit. of the Renaissance

2- Course content

This course is designed as a survey of literature written for children covering traditional and contemporary children's literature. Fairy tales and other works emerging from oral tradition, picture books, poetry, juvenile novels, are all considered, both for their general literary qualities and in terms of what they have to offer to children.

Emphasis is on the selection and analysis of books for children of different age groups from preschool age through junior school ages. The student will study the various types of literature for children, and gain familiarity with different authors, of both fiction and nonfiction, British, American and cross-cultural children's books.

3- Course rationale

Knowledge of history of children's literature, outstanding authors and illustrators.

4- Course objectives

The goal of the course is to enable students to make substantive, independent evaluations of the texts at hand and other texts they encounter.

Upon completion of this course the students should be able to:

1- Understand the development of children's literature
2- Recognize the concerns and distinct literary styles of major writers of children's literature
3- Recognize patterns of thought, values, social issues, and behavior as reflected in the literature
4- Judge children's literature in terms of literary quality and enduring value
5- Understand the value of literature in the development of the child

Teaching methods

Lectures, discussions, presentations, assigned readings, book reports as well as films and sound recordings.

6- Course evaluation

Continuous assessment is the main method of evaluation. The following instruments are utilized:

1-	Attendance	10%
2-	Class Quizzes and presentation	10%
3-	A term-paper	10%
4-	Midterm Exam	20%
5-	Final Exam	50%

7- References and teaching learning resources

Textbooks:

Hans Christian Andersen, Fairy tales or Perrault Fairy tales, "Cinderella" "Sleeping Beauty" "Beauty and the Beast"
Lewis Carroll, Alice's Adventures in Wonderland.
Rudyard Kipling, The Jungle Books.
L. Frank Baum, Wonderful Wizard of Oz.
E.B. White, Charlotte's Web.
J.K. Rowling, Harry Potter and the philosopher's Stone.
Astrid Lindgren, Pippi Longstocking in the South Seas .
Mark Twain, Adventures of Huckleberry Finn.
Jack London, The Call of the Wild.
Beatrix Potter. The Tale of Peter Rabbit.
Eric Carl, The Caterpillar.

Poetry:
Poems by Edward Lear, R.L. Stevenson, Christina Rossetti, Dr. Suez

References:
Carpenter, Humphrey. Secret Gardens: A Study of the Golden Age of Children's Literature. London: Unwin, 1987.
Carpenter, Humphrey and Mari Prichard. The Oxford Companion to Children's Literature. Oxford: OUP, 1984.
Townsend, John Rowe, Written for Children: An Outline of English-language Children's Literature. London: Penguin, 1987.

Useful Websites:
ALAN
Carol Hurst's Children's Literature Site
Children's Book Council
Children's Literature: A Guide to the Criticism
Children's Literature Association
Children's Literature Web Guide

King Faisal University
College of Arts
Department of English Language
Academic Plan: Course Description

1- Course identification

Department	Department of English Language	Level	8
Course title	Comparative Literature (elective)	Code	ADEL 490
Course	Theoretical ☐ Practical ☐		
Domain	Literature		Prerequisite(s)
Credit hours	2	Contact	2	ADEL 280: Eng. Lit. of the Renaissance

2- Course content:

   The course is designed to introduce students to the central theoretical issues that define the discipline of Comparative Literature through studying different schools of comparative literature ; French , German and American .
   There must be one full reading devoted to each of the three major literary genres in Arabic and English ; poetry, drama and narrative, to provide an in-depth understanding of Comparative Literature . And through these texts students are expected to detect certain features that determine the nature of the literature of each culture , and be acquainted with translation studies , sociology , critical theory and history

3- Course rationale :

 The course introduces students at an advanced level to Comparative Literature , in which a great interest is growing and which may enhance a mutual cultural dialogue with different nations through their literature . Thus the course meets the needs of today's international welfare .

4- Course objectives:

The course is designed to provide an understanding of Comparative Literature as a subject of study and a critical practice. And to provide the theoretical and methodological basis for comparative literary work at an advanced level.
   It also provides the theoretical and methodological basis for comparing texts of various genres,. providing significant opportunities to develop and apply the knowledge of critical theories on a range of primary texts from Arabic language .

5- Teaching methods

Lecturing will be the early method to introduce students to the theoretical side of the main literary currents and schools of Comparative Literature . Students, with their background of certain critical theories will examine the possibility of applying these theories to literary texts by Arabic writers compared to comparable texts in English . Students must attend the weekly seminar and to read one paper - at least - throughout the semester   .

6- Course evaluation

Continuous assessment is the main method of evaluation. The following instruments are utilized:

1- Attendance   10%

2- Class Quizzes and assignment   10%

3- A term paper   10%

4- Midterm   20%

5- Final Exam   50%

7- References and teaching learning resources

<u>**Text Books:**</u>

Susan Bassnett-McGuire, *Comparative Literature: A Critical Introduction*, (Oxford:

Blackwell, 1993

<u>**References:**</u>

Some Arabic and English Texts .

King Faisal University
College of Arts
Department of English Language
Academic Plan: Course Description

1- Course identification

Department	Department of English Language	Level	8
Course title	**Graduation Project**	**Code**	**ADEL 496**
Course	Theoretical √ Practical ☐		
Domain	**Research method**	**Prerequisite(s)**	
Credit hours	2 Contact hours 4	**ADEL 490: Research Methodology and Design**	

2- Course content

"**Graduation Project**" is a course which makes use of previous course in terms of application of methodology and content. Students are going to choose one of the three main domains (language, translation or literature) to work on and produce project under supervision. The choice is guided by the student's performance in previous courses. The project can be based on work or field experience (depending on availability) or on research relevant to the student's orientation and future work.

3- Course rationale

This course has been suggested because: 1) It is needed to give students a direct experience of producing a substantial practical/research work 2) The course develops the skills needed for solving problems and producing a completing a work. 3) It gives students a chance to discover their abilities and to work in an environment similar to work environment.

4- Course objectives

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

1- Research a topic and write up the results in a language domain.

2- Report on real life experience using actual data and interview or questionnaire.

3- Apply critical judgment in terms of evaluation of theoretical frames and available research.

4- Use available resources in conjunction with real world data.

5- Teaching methods

The course makes use of the following teaching/learning methods:

1- Class discussion and guidance.

2- Seminar and presentation sessions.

3- Problem-based or practical work data collection and analysis.

4- Interpreting and evaluating various research works and projects.

5- Class Quizzes and assignments.

6- Course evaluation

Continuous assessment is the main method of evaluation. The following instruments are utilized:

1- Attendance   10%

2- Class work   20%

3- Midterm Exam   20%

4- Graduation project   50%

7- References and teaching learning resources

1- Main Textbook:

1- Machi, Lawrence A and McEvoy B. T. (2008). *The Literature Review: Six Steps to Success. Methodology*. New York, Sage Publications.

2- Reference(s):

1- Connor, Ulla et.al. (2004). *Applied Corpus Linguistics: A Multidimensional Perspective* (language and Computers Studies in Practical Linguistics Series, 52). Netherland, Rodopi.

3- Websites:

1- WWW.barnesandnoble.com
2- KFU Webcity material.
3- Saudi Universities online resources (Internet site)