



جامعة حضرموت للعلوم والتكنولوجيا
الكلية : البنات

القسم العلمي : اللغة الإنجليزية

English Department Women's College English Curriculum

A. The Department Objectives:

1. Designing and running courses in English Language
2. Providing public and private sectors with qualified graduates who care to do the job of translating and providing language services to the community
3. Preparing and qualifying students to take up the role of teaching language in the preparatory and secondary schools
4. Establishing links with other departments, and institutions to exchange ideas and experiences

B. The Curriculum Objectives

The English for the four-year B.A degree has the following objectives:

1. To give students a good knowledge of English; it particularly aims at improving their skills of listening, speaking, reading, and writing.
2. To train them in the art of the pedagogy of English, especially at school level.
3. To raise their awareness to what constitute a principled approach to learning and teaching a foreign language.
4. To improve and extend their range of grammatical competence.
5. To equip them with the knowledge and understanding of how language works by offering them relevant courses in linguistics.
6. To sharpen their understanding of the contrast between English and Arabic, particularly with a view to helping them the translation from one language into another.
7. To foster literary appreciation to enable them to comprehend literary discourse in English
8. To promote an attitude that will enable them to appreciate the role of English as

an international language.

C. The Outcomes of the English B.A Program at Women's College

After completing the requirements in this program, the students will be able to:

1. Take up jobs with publishing houses, newspapers, magazines, radio and T.V.
2. Take up the role of teaching language in the preparatory and secondary school, in addition to English language institutes.
3. Work in multinational companies, star hotels, and modern offices including the tourism sector.
4. Work in secretarial jobs, or as translators and managers of guided tours.

D. Course Description

First Level: 1st Semester

1. Grammar I

The courses in grammar and usage are intended to strengthen the learners' ability to handle the mechanics of the English language correctly and confidently when speaking and writing. Course I will include subject-verb agreement, noun-pronoun agreement, countable and uncountable nouns, the phonological rule about *a* and *an*, the function of the definite and the indefinite article, prepositions and prepositional phrases, and phrasal verbs.

Textbook:

Azar, Betty Schramper. 1999. *Understanding and Using English Grammar* (3rd Ed). London: Longman.

Mode of Teaching

Lecturing & Discussions

Pair & Group Work

Evaluation of Students' Progress and Achievements

Examinations , assignments, participations, and discussions.

2. Reading I

This course is intended to make the students read a large number of judiciously selected enjoyable

reading-materials and then answer simple questions based on those materials. This course is based on the age-old experience that while we are enjoying the reading of a text, we unconsciously start absorbing and assimilating the vocabulary, the structures, and the rhetorical devices used in that text. The reading materials in this course will include (1) simple poems having a rich emotive and imaginative content suitable for the age group, (2) descriptive passages and simple expository writings of both deductive and inductive nature.

Textbooks:

Blanchard, Karen & Roor, Christine. 2003. *For Your Information*. Longman

Broukal, Milada. 2003. *What a Life!* Longman.

Preston, Bill. 2003. *A Sense of Wonder: Reading and Writing through Literature*. Longman.

Mode of Teaching

Lecturing & Discussions

Pair & Group Work

Evaluation of Students' Progress and Achievements

Examinations, assignments, participations, and discussions.

3. Speaking/Listening I

This course aims at improving the quality of the students' ability to listen and speak. The drills and exercises in this course will concentrate on those areas of spoken English which Arab learners of English find difficult to master because of the pull of their mother tongue. The articulation of English vowels and consonants and the rules of word stress and sentence stress will be given a place of central importance in this course. The learners will be exposed to these important areas of learning through adequate listening and speaking materials.

Textbooks:

O'Connell, S. and Hashemi, L, 2000. *Listening and Speaking*. Cambridge: CUP.

Carver, Tina Kasloff & Fotinus, Sandra Douglas. 1998. *A Conversation Book, 2A: English in Everyday Life*, 3rd Edition. London: Longman.

Mode of Teaching

Lecturing & Discussions

Pair & Group Work

Evaluation of Students' Progress and Achievements

Examinations , assignments, participations, and discussions.

4. Vocabulary Building

The main objective of this course is to improve students' knowledge of vocabulary because by doing so their comprehension will be improved. Teaching vocabulary is not only teaching words, but it involves structure, comprehension and mental realization. Therefore this course aims at providing students with information about suffixes , prefixes , roots , compound words and other important topics with regarding to vocabulary .

Textbook:

Redman , Stuart . (1997). *English Vocabulary in Use* . United Kingdom: Cambridge University Press.

Information from several websites .

Vocabulary games by Peter Jones .

Mode of Teaching

Lecturing & Discussions & Games

Pair & Group Work

Evaluation of Students' Progress and Achievements

Examinations , assignments, participations, and discussions.

5.Arabic I:

The course content will be prepared by the Department of Arabic. It deals with basics in Arabic Grammar and some literary subjects relevant to Arabic Language.

Mode of Teaching

Lecturing & Discussions

Evaluation of Students' Progress and Achievements

Exams and assignments

6.Islamic Culture I :

The course content will be prepared by the Department of Islamic studies.

Mode of Teaching

Lecturing & Discussions

Evaluation of Students' Progress and Achievements

Prescribed Reading

Recommended Reading

First Level: 2nd Semester

1. Grammar II

This course is intended to give the students an intensive practice in the use of verb patterns and thereby enrich their understanding of how the predicate controls the number and the nature of the arguments in a proposition.

3 Credit Hours

Textbook:

Azar, Betty Schramper. 1999. *Understanding and Using English Grammar* (3rd Ed). London: Longman.

Mode of Teaching

Lecturing & Discussions

Pair & Group Work

Evaluation of Students' Progress and Achievements

Examinations , assignments, participations, and discussions.

2. Reading II

The reading materials in this course will include short stories, short and touching, speeches by great masters of rhetoric and at least one abridged and simplified classic.

Textbooks:

1. Blanchard, Karen & Roor, Christine. 2003. *For Your Information*. Longman
2. Broukal, Milada. 2003. *What a Life!* Longman.
3. Preston, Bill. 2003. *A Sense of Wonder: Reading and Writing through Literature*. Longman.

Mode of Teaching

Lecturing & Discussions

Pair & Group Work

Evaluation of Students' Progress and Achievements

Examinations , assignments, participations, and discussions.

3. Writing I

This is intended to strengthen the learners' ability to handle with ease and confidence the devices of coordination and subordination so that they can use grammatically correct and contextually appropriate complex, compound and compound-complex sentences in simple narrative and descriptive writings that they are familiar with.

Textbook:

Hogue, Ann. *First Steps in Academic Writing*. Longman.

Mode of Teaching

Lecturing & Discussions

Pair & Group Work

Evaluation of Students' Progress and Achievements

Examinations , assignments, participations, and discussions.

4 . Conversation I

This course is intended to provide, through drills and exercises, opportunities to students to listen to and speak about topics of interest to their future aspirations and thereby to develop their ability to listen to authentic native English and learn to speak confidently and fluently. These subjects include: Daily life, People, Communication and Technology, Social Concerns, Tourism , among others. The materials will be used in this course are textbooks and audio materials (CDs, Videos, ..). This course has a pre-requisite course which is Vocabulary Building (which comes in 1st semester level one).

Textbooks:

O'Connell, S. and Hashemi, L,2000. *Listening and Speaking*. Cambridge: CUP.

Carver, Tina Kasloff&Fotinus, Sandra Douglas. 1998. *A Conversation Book, 2A: English in Everyday Life*.3rd Edition. London: Longman.

Mode of Teaching

Lecturing & Discussions

Pair & Group Work

Evaluation of Students' Progress and Achievements

Examinations , assignments, participations, and discussions.

5.Arabic II:

The course content will be prepared by the Department of Arabic.

Mode of Teaching

Lecturing & Discussion

Evaluation of Students' Progress and Achievements

Prescribed Reading

Recommended Reading

6.Islamic Culture II:

The course content will be prepared by the Department of Islamic studies

Mode of Teaching

Lecturing & Discussion

Evaluation of Students' Progress and Achievements

Prescribed Reading

Recommended Reading

Second Level: 1st Semester

1. Grammar III

This course will be aimed mainly at identifying, discussing and eliminating the grammatical errors commonly made by students.

Textbook:

Thakur, D. 1987. *A Handbook of English Grammar and Usage*. Patna: Bharati Bhavan.

Mode of Teaching

Lecturing & Discussions

Pair & Group Work

Evaluation of Students' Progress and Achievements

Prescribed Reading

Recommended Reading

2. Survey of British Literature :

The course consists of two parts. The first part aims at making the students acquainted with the main currents of English literature from Chaucer to the Renaissance drama, Jacobean literature, Milton, Restoration comedy, the Metaphysicals, the Augustan age and the Rise of the novel. The survey will not only present before the students a panorama of English literature from the fourteenth to the eighteenth century but will also apprise them of the main constituents of English literature during this period. The second part starts with the precursors of the Romantic period taking in its fold the Romantics, the Victorians, the Pre-Raphaelite poetry, Modern Poetry, the twentieth century novel and the Theatre of the Absurd.

Textbooks:

Thornley, G. & Roberts, G. (1984). *An Outline of English Literature*. Harlow: Longman

Mode of Teaching

Lecturing & Discussions

Pair & Group Work

Evaluation of Students' Progress and Achievements

Prescribed Reading

Recommended Reading

3. Writing II

This course is aimed at strengthening students' ability to write cohesively and coherently. Exercises and drills emphasize (i) logical sequence and clarity and (ii) a proper use of lexical, grammatical and semantic devices for establishing coherence. This course provides opportunities for learning how to write (i) personal, commercial, official and semi-official letters (ii) minutes of meetings (iii) advertisements, news reports and letters to editors effectively and persuasively.

Textbook:

Oshima, Alice & Hogue, Ann. 2003. *Writing Academic English*. Longman.

Mode of Teaching

Lecturing & Discussions

Pair & Group Work

Evaluation of Students' Progress and Achievements

Prescribed Reading

Recommended Reading

4. Communication Skills I

This course is designed to take the learners from intermediate to upper intermediate level in listening, speaking, reading and writing in an integrated manner. Helping the learners with effective communication strategies is the main purpose of this course.

Objectives

1. To present listening, speaking, reading and writing as integrated skills.
2. To take the learners to an advanced level in these skills.
3. To enable them to have communicative hold on the language.

Textbooks: Broadhead, Annie. 2000. *CUP*.

Richards, J.C. 1998. *CUP*.

Mode of Teaching

Lecturing & Discussions

Pair & Group Work

Evaluation of Students' Progress and Achievements

Prescribed Reading

Recommended Reading

5.Basics of Computer Skills:

This course is to be prepared by the department of computer sciences.

Mode of Teaching

Lecturing & Discussions

Evaluation of Students' Progress and Achievements

Prescribed Reading

Recommended Reading

6.Hand Crafts

This course is to be prepared by the department of arts.

Mode of Teaching

Lecturing & Discussions

Pair & Group Work

Evaluation of Students' Progress and Achievements

Prescribed Reading

Recommended Reading

Second Level: 2nd Semester

1.Elizabethan Drama:

This course aims at giving the students an idea about the drama of the Elizabethan period. The course includes the works of Christopher Marlow as a precursor of Shakespeare with a detailed study of his play *Doctor Faustus*. Besides, Shakespeare is to be introduced through his major plays.

The Merchant of Venice is to be taught in detail.

Mode of Teaching

Lecturing & Discussions

Evaluation of Students' Progress and Achievements

Prescribed Reading

Recommended Reading

2. Study Skills:

This course is designed to focus on a set of skills needed for self study: understanding and interpreting writing texts and non-verbal information such as charts, diagrams, graphs and flow charts, understanding lectures on subjects related to students' field of study, using reference materials and standard monolingual dictionaries, making notes based on reading and lectures, using these notes to prepare for the semester examinations and to perform a range of other tasks.

objectives.

1. To help the students improve their command of English through self study and to give them the relevant skills and practice in the use of English.
2. To promote their self study habits in English.
3. To develop their language skills for specific study purposes.
4. To train them in the use of reference materials and monolingual dictionaries.

Textbooks:

Yorkey, C. R. 1982. *Study Skills for Students of English*. New York:.. McGraw Hill International Editions.

Davies, E, and Whitney, N. 1987. *Study Skills for Reading* .London: Heinemann.

Mode of Teaching

Lecturing & Discussions

Pair & Group Work

Evaluation of Students' Progress and Achievements

Prescribed Reading

Recommended Reading

3. Introduction to Linguistics

This course intends to introduce the students to the design features of human language and how

human communication system is distinct from animal and other communication systems. It studies to what extent linguistics as a science and the varieties of language resulting from language in use. It also aims at introducing the scope of linguistics to the learning giving them a historical perspective relating to grammatical studies.

Textbook:

Todd, Loreto. (1995). *An Introduction to Linguistics*. Harlow: Longman.

Mode of Teaching

Lecturing & Discussions

Pair & Group Work

Evaluation of Students' Progress and Achievements

Prescribed Reading

Recommended Reading

4. Contemporary Issues.

5. Scientific Research

The main objective of the course is to acquaint students with the fundamental principles of Educational research. They will be introduced to many issues such as the definition of educational research, its importance on the educational sitting to make insightful decisions about the educational process, its influence in the educational process, kinds of studies done in education, modes of inquiry and data collection techniques, the differences between qualitative and quantitative researches, among other topics related to the subject of the course. Further, this course is designed to familiarize and enable students of how to design their own research project when they will be graduated in the fourth level. Therefore, this course might be considered as a preliminary course for the course "Project Writing" that student are supposed to take in the fourth level. Mainly the course focuses on the theoretical issues concerning scientific research in addition to citing some examples of qualitative and quantitative studies done in the educational field as to give them the basics needed to develop their ideas about the kind of study they will conduct in the future. Students are hopefully expected to write a plane about their future researches including all the main parts of research such as the introduction the statement, the purpose and the significance of the problem, the literature review and the methodologies they will employ to conduct their research, in addition to the issue of documentation inside the research paper and in the references.

Textbook:

Mcmillan, James and Schumacher, Sally. (2001). *Research in Education*. New York: Longman

Mode of Teaching

Lecturing & Discussions

Pair & Group Work

Evaluation of Students' Progress and Achievements

Prescribed Reading

Recommended Reading

6. Communication Skills II

Third Level: 1st Semester

1. 18th & 19th century Novel:

This course is divided into two parts; the 18th novel and the 19th century novel. The eighteenth century saw the emergence of novel as a genre. With the arrival of Daniel Defoe on the scene and the publication of Richardson's *Pamela*, the stage had been set for the onward march of the novel. Richardson's *Clarissa*, Henry Fielding's *Joseph Andrews*, Jonathan Swift's *Gulliver's Travels* and Sterne's *Tristram Shandy* constitute the mainstay of the 18th century course in the novel. Students should be given adequate orientation about the novelistic techniques of these authors and they should be trained to develop critical approaches towards their works. Defoe's *Robinson Crusoe* will be studied in detail. The 19th century novel is to develop a critical awareness of novels written during the first and the second half of the nineteenth century. Emily Bronte's *Wuthering Heights* or Jane Austen's *Pride and Prejudice* will be taught as a sample of the fiction during the first half of the century and a novel written by Dickens, (*Oliver Twist* or *Hard Times*) or a novel written by Hardy, e.g., *The Return of the Native* will be taught as a sample of novels written during the second half of the century.

Text book:

Watt, Ian. *The Rise of the Novel: Studies in Defoe, Richardson and Fielding*. California UP, 2004.

Defoe, Daniel. *Robinson Crusoe*.

Mode of Teaching

Lecturing & Discussions

Pair & Group Work

Evaluation of Students' Progress and Achievements

Prescribed Reading

Recommended Reading

2. Phonetics & Phonology:

The aim of this course is two-fold. First, it aims at presenting the sound system of English (i. e., vowel, consonants, stress, rhythm and intonation) to the learners and helping them with an adequate mastery of these things through real use and practice. Secondary, it also aims at creating a theoretical base in phonology, which will form the relevant background for their higher studies in this area.

Objectives:

Students of this course will be able to learn:

Textbooks:

Roach, P. and Fromkin, V., *English Phonetics and Phonology* .1982.
Comnor, J. D. O. and Fletcher, Clare. *Sounds of English*. 1988. Longman.

Mode of Teaching

Lecturing & Discussions

Pair & Group Work

Evaluation of Students' Progress and Achievements

Prescribed Reading

Recommended Reading

3.Pre-Romantic & Romantic Poetry:

This course is divided into two parts. The first part, Pre-romantic poetry aims to familiarize the students with the main developments in English literature up to the Romantic age. The course starts with Chaucer who is considered the first English poet and includes Sidney, Spenser, major dramatists of the Elizabethan Period, Milton's poetry, the Restoration comedy and the Augustan age. The poetry of the later eighteenth century, particularly the poems of John Gray and William Blake worked as formative influences on the Romantic period. The second part, Romantic poetry, aims at assisting students in developing a critical awareness of nineteenth century poetry. The course content will include samples of short poems written by Romantic poets like Wordsworth, Byron, Shelley and Keats and also samples of short poems written by Tennyson, Browning, and Matthew Arnold.

Mode of Teaching

Lecturing & Discussions

Evaluation of Students' Progress and Achievements

Prescribed Reading

Recommended Reading

3. Morphology:

This course is intended to develop in the students a critical awareness of how the English language operates at the level of morphology and syntax. The morphology part of the course will include items like morphs, morphemes, allomorphs, stem, root, base, infixes, morphophonemic rules and word-formation. The syntax part of the course will include items like the structure of phrases, clauses and sentences in English

Textbook:

Thakur, D. 1997. *Morphology*. Patna: Bharati Bhavan.

Mode of Teaching

Lecturing & Discussions

Pair & Group Work

Evaluation of Students' Progress and Achievements

Prescribed Reading

Recommended Reading

4. Literary Appreciation

5. Applied Linguistics

7. Basics of Childhood Education

Third Level: 2nd Semester

1.1. Syntax: (sociolinguistics)

This course is aimed at enriching students' awareness of how the English language operates at the level of words, phrases, clauses and sentences. The course content includes (a) the syntactic features of lexical formatives, (b) the structure and function of noun phrases, verb phrases, adjective phrases and adverb phrases, (c) the structure and function of adjective clauses, noun clauses and adverbial clauses, (d) the structure and function of finite and non-finite clauses and (e) the typology of sentences.

Thakur, D. 1998. *Syntax*. Patna: Bharati Bhava

Mode of Teaching

Lecturing & Discussions

Pair & Group Work

Evaluation of Students' Progress and Achievements

Prescribed Reading

Recommended Reading

2. Semantics:

This course aims at developing in the learners a critical awareness of how the English language operates at the level of meaning. The course content will include synonymy, antonym, converse relations, hyponymy, lexical and syntactic ambiguity, the concept of predicate and arguments, and the notion of speech acts.

Textbook:

Thakur, D. 2000. *Semantics*. Patna: Bharati Bhavan.

Mode of Teaching

Lecturing & Discussions

Pair & Group Work

Evaluation of Students' Progress and Achievements

Prescribed Reading

Recommended Reading

5. Translation 1:

The main objective of the course is to acquaint students with what's meant of Translation and different strategies of translation. Mainly, the course focuses on the theoretical aspect of translation and the basic notions students need to be familiar with to enhance their ability of translation. These notions include equivalence, formal, ideational and idiomatic translation, cultural gaps, managing and monitoring in translation, among others. Further, the course aims at training students to translate at the sentence and the text levels following certain techniques and procedures such as analyzing and paraphrasing the text before rendering its meaning to the target language.

This course aims at giving students, with the help of suitable examples, a theoretical understanding and also some practical experience of the problems and principles of translating a text from Arabic

into English and vice versa. The sample texts to be translated will include letters, dialogues, narratives, marks transcripts, certificates, testimonials and news published in newspapers or telecast by the media.

Textbook:

Newmark, Peter. A Textbook of Translation. Prentice-Hall.

Mode of Teaching

Lecturing & Discussions

Pair & Group Work

Evaluation of Students' Progress and Achievements

Prescribed Reading

Recommended Reading

6.Non-Fictional Prose:

The course in non- fiction is aimed at enriching the awareness of students of how the major authors of English prose make use of stylistic devices to communicate their viewpoints to the readers. The course will include Bacon`s "Of Studies", " Of Truth", " Of Revenge" together with John Donne`s "Devotion", an extract from Mathew Arnold "Culture and Anarchy" and C.P. snow`s "The Two Cultures" as examples of exquisite prose for purposes of emulation by the students.

Mode of Teaching

Lecturing & Discussions

Evaluation of Students' Progress and Achievements

Prescribed Reading

Recommended Reading

8. Psycholinguistics

9. Literary Theory

Fourth Level: 1st Semester

1. Literary Criticism:

The course involves knowledge of basic literary terms for the study and analysis of literary texts. An awareness of the basic theories of criticism is vital to the understanding of texts under study. Familiarity with these theories is also important from the point

of view of students because it will help them to formulate their own approaches to criticism. Critical theories such as Russian Formalism, Marxist criticism, Psychoanalytic criticism, structuralism, Deconstruction and Postcolonial theories should form the main part of the course.

Textbook:

Newton, K. M.1988. *Twentieth-Century Literary Theory: A Reader*. Houndmills: Macmillan.

Mode of Teaching

Lecturing & Discussions

Evaluation of Students' Progress and Achievements

Prescribed Reading

Recommended Reading

2.19th Century American Literature:

This course will include selected samples of the writings of well-known authors like Emerson, Thoreau, Whitman, Poe, Hawthorne, Melville, and Emily Dickinson.

Textbook:

High, Peter, B. 2003. *An Outline of Americans Literature*. Longman.

Mode of Teaching

Lecturing & Discussions

Evaluation of Students' Progress and Achievements

Prescribed Reading

Recommended Reading

3. 20th Century Poetry:

The aim of this course is to develop in the students a critical awareness of the significant linguistic, emotive and attitudinal trends in modern poetry. The course content will include poems by Yeats, Auden, Eliot, Dylan Thomas, Larkin and Ted Hughes.

Mode of Teaching

Lecturing & Discussions

Pair & Group Work

Evaluation of Students' Progress and Achievements

Prescribed Reading
Recommended Reading

4. Academic Writing

5. Translation II

This course is intended to focus on the ability to translate technical texts, e.g., contracts, short extracts from statutes and byelaws, insurance policies, legal notices, scientific laws (e.g. Newton's laws of motion), reports of scientific experiments, bills and invoices.

Textbook:

Hatim, B & Mason. 1990. *Discourse and the Translator*. London: Longman.

Mode of Teaching

Lecturing & Discussions

Pair & Group Work

Evaluation of Students' Progress and Achievements

Prescribed Reading

Recommended Reading

Fourth Level: 2nd Semester

1. Method in ELT

2. 20th Century Novel

This course will include Scott Fitzgerald's *The Great Gatsby* or Hemingway's *The Old Man and the Sea*, and some poems by Robinson, Frost, Stevens and Sylvia Plath and a play (like O'Neill's *The Hairy Ape*), which embodies some of the characteristic features of twentieth century drama.

Textbook:

High, Peter B. 2003. *An Outline of American Literature*. Longman.

Ruland, R. and Bradbury, M. 1992. *From Puritanism to Postmodernism: A History of American Literature*. New York: Penguin.

Mode of Teaching

Lecturing & Discussions

Evaluation of Students' Progress and Achievements

Prescribed Reading

Recommended Reading

3. 20th Century Drama:

The course aims at sharpening students' understanding of the new trends in twentieth century drama.

A minimum of two and ideally three twentieth century plays will be taught. Plays by George

Bernard Shaw, T.S. Eliot, G. M. Synge may be taught.

Mode of Teaching

Lecturing & Discussions

Evaluation of Students' Progress and Achievements

Prescribed Reading

Recommended Reading

4. Discourse Analysis:

This course intends to help the students with:

- A. The patterns of language beyond words and sentences, the relations binding them together, and the global and local properties of connected speech and writing,
- B. The relationship between language use and users, factors governing language choice in interaction, and the communicative functions of different language forms.

Objectives:

- 1. To take the students from sentence level grammar to discourse level grammar, to help them internalize how unity and coherence are achieved in a longer piece of discourse.
- 2. To help them process native speech faster and thus take effective turns in oral communication.
- 3. To introduce to them the specific function of a linguistic form in the real context of use.
- 4. To sensitize them to knowledge schemata and text organization.
- 5. To show them how real people use real language.

Textbooks:

McCarthy, M. *Discourse Analysis for Language Teachers* . 1991. CUP. Oxford

Cook, G. *Discourse*. 1989.OUP. Oxford.

Mode of Teaching

Lecturing & Discussions

Pair & Group Work

Evaluation of Students' Progress and Achievements

Prescribed Reading

Recommended Reading

5. Translation III

The main objective of the course is to acquaint students with the different techniques of translating different types of texts such as the literary, scientific, historic, legal and media, among others. Mainly, the course focuses on the practical aspect of translation and the steps of analyzing these different texts before translating them. Besides, the course aims at enhancing students' ability of translating these texts and overcoming the problems they might encounter due to the differences hold between the source and the target languages. These problems might include syntactic and semantic problems, in addition to cultural gaps, just to name a few. Further, the course aims at training students to translate at the text level based on certain techniques and procedures such as analyzing and paraphrasing the text which they have supposedly acquired in the previous course, definitely, Translation II

References

- Farghal, Mohammed & Shunnaq, Abdullah. (1999). *Translation with Reference to English and Arabic*. Jordan: Dar Al-Hilal for Translation. (Main Textbook)
- Yusuf, Mohammed. (2006). *How to Translate*. (Supplementary source).

Other Suggested sources:

- Baker, M. (1992). In Other Words: *A Course book on Translation*. London: Routledge.
- Bassnett, S. (1996). *Translation Studies*. London: Routledge.
- Newmark, P. (1988). *A Textbook of Translation*. New York: Prentice Hall

6. Project Writing:

This course is intended to enable students to make a cohesive use of their study skills and, on the basis of the information obtained from the library and/or internet sources, produce a research-oriented, data-based informative and useful piece of written material. This material can be a long essay, a book-review, a mini-biography of a national or international celebrity, the translation of a brochure or one or two chapters of a book. The essay need not be confined to literature or

linguistics; it can be on a topic of social (e.g., qat-chewing in Yemen) or cultural importance.

Mode of Teaching

Lecturing , Presentations and group discussions

Textbook:

MacMillan. H. James & Schumacher, Sally. (2001). *Research in Education: A Conceptual Introduction*. New York: Longman.

Evaluation of Students' Progress and Achievements

Summative evaluation based on the discussions and weekly meeting with the groups of research

Formative evaluation based on the final product of writing the research project.

Prescribed Reading

Recommended Reading

الخطة الدراسية لبرنامج البكالوريوس في (البنات) تخصص (اللغة الإنجليزية)

للعام الجامعي 2013 / 2014 م

المستوى الأول									
الفصل الدراسي الثاني					الفصل الدراسي الأول				
الساعات المعتمدة			المادة	الرمز	الساعات المعتمدة			المادة	الرمز
ن	ع	مج			ن	ع	مج		
2	-	2	لغة عربية (2) *	1212	2	-	2	لغة عربية (1) *	1111
2	-	2	ثقافة إسلامية (2) *	1216	2	-	2	ثقافة إسلامية (1) *	1115
3	-	3	Grammar II	Eng.102	3	-	3	Grammar I	Eng.101
3	-	3	Reading II	Eng.104	3	-	3	Reading I	Eng.103
3	-	3	Writing I	Eng.106	3	-	3	Vocabulary Building	Eng.105
3	-	3	Conversation I	Eng.108	3	-	3	Speaking/Listening	Eng.107
16	-	16	الإجمالي		16	-	16	الإجمالي	

المستوى الثاني									
الفصل الدراسي الثاني					الفصل الدراسي الأول				
الساعات المعتمدة			المادة	الرمز	الساعات المعتمدة			المادة	الرمز
ن	ع	مج			ن	ع	مج		
2	-	2	Scientific Research*	1228	2	1	1	مقدمة في علوم الحاسوب *	مج 211
2	0	2	قضايا معاصرة **	كب72	3	2	1	مهارات يدوية	كب 71

3	-	3	Elizabethan Drama	Eng.202	3	-	3	Grammar III	Eng.201
3	-	3	Introduction to linguistics	Eng.204	3	-	3	Survey of British Lit.	Eng.203
3	-	3	Study Skills	Eng.206	3	-	3	Writing II	Eng.205
3	-	3	Conversation III	Eng.208	3	-	3	Conversation II	Eng.207
					0	0	2	مهارات الاتصال	
17	0	17	الإجمالي		17	2	15	الإجمالي	

المستوى الثالث									
الفصل الدراسي الثاني					الفصل الدراسي الأول				
الساعات المعتمدة			المادة	الرمز	الساعات المعتمدة			المادة	الرمز
م	ع	ن			م	ع	ن		
3	0	3	Semantics	Eng.302	3	-	3	18 th and 19 th Century Novel	Eng.301
3	-	3	Literary Appreciation	Eng.304	3	-	3	Pre-Romantic and Romantic Poetry	Eng.303
3	-	3	Syntax	Eng.306	3	-	3	Phonetics & Phonology	Eng.305
3	-	3	Translation I	Eng.308	3	-	3	Applied Linguistics	Eng.307
3	-	3	Non-fiction Prose	Eng.310	3	-	3	Morphology	Eng.309
3	-	3			3	-	3	أسس تربية الطفل	كب 73
18	-	18	الإجمالي		18	-	18	الإجمالي	

المستوى الرابع									
الفصل الدراسي الثاني					الفصل الدراسي الأول				
الساعات المعتمدة			المادة	الرمز	الساعات المعتمدة			المادة	الرمز
م	ع	ن			م	ع	ن		
3	-	3	Translation III	Eng.402	3	-	3	Practical Criticism	Eng.401
3	-	3	Practical Work	Eng.404	3	-	3	Modern American Literature	Eng.403
3	-	3	20th Cent. Novel	Eng.406	3	-	3	20th Cent. Poetry	Eng.405
3	-	3	20th Cent. Drama	Eng.408	3	-	3	Translation II	Eng.407
3	-	3	Discourse Analysis	Eng.410	3	-	3	Academic Writing	Eng.409
3	-	3	Project Writing	Eng.412				Methods in ELT	Eng. 4011
18		18	الإجمالي		15		15	الإجمالي	

نسبتها المئوية	الساعات المعتمدة	طبيعة المقررات
9 %	12	* متطلبات الجامعة
6 %	8	** متطلبات الكلية
84.8 %	112	مساقات التخصص
100 %	132	المجموع

نسبتها المئوية	الساعات المعتمدة	طبيعة مقررات التخصص
26.78 %	30	المقررات الخاصة باللغة
40.17 %	45	المقررات الخاصة بالمهارات
32.14 %	36	المقررات الخاصة بالأدب
100	132	المجموع