

DEPART

❖ Vision

Enhancing the education in literature and linguistics, the department aims to provide the community with graduates who possess the skills and experiences for heading the future, which are needed for making any possible progress. The department is teaching English as a foreign language using modern technology.

Promoting the university's internationalization, the department follows the university's academic strategy, depending on the needs of students around the world, which would include the use of the new methods in creative writing, literature and linguistics. The department provides students with a chance to develop their writing and speaking that would enhance their communicating capabilities, as English is used massively for communication on social media platforms which they might use in their future.

The department also aims to provide students with a language and culture, to guarantee the quality of the course is mainly designed to focus on the students' mastery, masterfully, in addition, to enhance their investigative and research skills. The educative atmosphere, that we try to provide, would be an appropriate one to offer the graduate what they need to be a productive individual in our community.

Departments of English

2016

ENGLISH LANGUAGE CURRICULUM DEVELOPMENT AND PROJECT UPDATE IN IRAQI UNIVERSITIES

The knowledge and linguistic competence so that they would make use of English to develop their academic level and be engaged in other branches of the world of business.

- A set of skills like conceptual, literacy and communication skills that can be, in return, transferred to others.
- The ability to accomplish an academic achievement depending on themselves.
- The sense that they commit themselves to develop their skills in speaking and reading English making use of this aspect for further development educationally, socially and culturally.

The aims of the department of English and the university in general go hand-in-hand. However, these aims show our discipline and our commitment to literature, language, and the arts. The quality of education can be increased if the students are directed to contact with scholarly-oriented people as well as their teacher.

In this respect, there are certain important purposes that we strictly look forward to as enabling the students to read well, speak well, teach well, and

think well so that they gain good English proficiency. Particularly, we intend to graduate students with:

- The ability to read, teach and examine literature and culture throughout various eras.
- The efficiency to write and speak English fluently.
- Research skills which make possible for them to extend, from different aspects, their own readings of literature and the comprehension of language.
- Suitable knowledge of relevant domains within the discipline, involving literature, literary history, criticism, and theory; the language structures of modern English and the history of English language.
- Advanced appreciation and delight of literature and language.

The department of English encourages the inspiration of literature and the study of it. We have a number of writers who are nationally and internationally recognized as poets, short story writers, and essayists. We work side by side with the innovative writers in our country to provide our students innovative writing semesters.

The department intends to offer the opportunities to all students to reinforce their communications and critical thinking skills. The English major offers knowledge which is important to all students, involving students who want to study and seek careers in education, law, communications and business. Departmental offerings present the literary and writing background which is necessary for students who want to continue graduate study in English, literature, and in different interdisciplinary domains.

A student who completes English major is qualified to reveal critical thinking, particularly to analyze, synthesize and value ideas and texts ; undertake and comprehend the process of research through identifying, analyzing, synthesizing and documenting credible source material; Consequently, the department aims at:

- Making the students able to master effective communications skills.
- Making students familiar with linguistics, its sub-branches, applications and relations to other disciplines.
- Enabling students to know the various literary genres of English in the historical, cultural, and artistic context.
- Developing students' critical thinking skills and reinforcing their ability to present logical and well-structured arguments.

**Colleges of Education in Iraq
Departments of English
First Year Syllabus**

Total Credits: 41

Total Teaching Hours: 24

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No.	Subject	Credits	Teaching Hours
1	English Grammar	5	3
2	Phonetics	5	3
3	Listening and Speaking	3	2
4	Reading I	3	2
5	Composition Writing	3	2
6	An Introduction to English Literature	5	3
7	Human Rights	2	1
8	Educational Psychology	4	2
9	Fundamentals of Education	4	2
10	Computer Science	3	2
11	Arabic Language	4	2
		41	24

Stage	1st Year
Course Title	English Grammar
Credits	5
Teaching Hours	3

Course Description:

The rules of writing English sentences are taught to students. The topics covered in this course are: parts of speech, verb tenses, subject-verb agreement, and types of sentences. This course focuses on the extensive use writing sentences and exercises in the classroom. The basic rules of the English language may help students improve their performance throughout the use of punctuation, capitalization, sentence structure, and so on. Nouns, pronouns, the definite and indefinite articles are also taught in this course. The exercises help students expand their skills in these areas.

Learning Objectives

This course is designed to help students meet the following objectives:

1. Understanding the different uses of English grammar and developing the students' further knowledge ability by self-study at the end of the course.
2. Acquiring knowledge about the types of grammatical problems that learners face because of language interference.
3. Acquiring knowledge about the different approaches, methodologies and techniques of teaching English grammar in the light of research findings concerning second language acquisition (SLA).
4. Being familiarized to the basic principles of syntax in the English language, phrases, phrasal verbs, and others.

5. Improving the skills of using basic rules of English grammar.
6. Improving students' level of language.
7. Being proficient in using certain grammatical terms.

Course Content

- Tenses
- Conditional
- Passive
- Reported Speech
- Questions
- Auxiliary verbs in short questions
- -ing and the infinitive
- Articles
- Relative clauses
- Adjectives and adverbs
- Word order units
- preposition
- Phrasal verbs

Required Textbook:

Murphy, Raymond. **English Grammar in Use**. 5th edition

Stage	1st Year
Course Title	Phonetics
Credits	5
Teaching Hours	3

Course Description:

This course is based on practical articulatory phonetics to teach the basic notions and skills of producing, transcribing and recognizing different speech sounds through teaching vowels and consonants. These skills help students to learn, understand and speak English language properly.

Learning Objectives:

At the end of the course, the students will be able to:

1. identify and produce a good number of observable phonetic sounds in English,
2. use the International Phonetic Alphabet to transcribe various words,
3. know the basics of the articulatory system and operation of its producing various speech sounds,
4. be familiar with speech sound technical description,
5. understand that each language has its own features,
6. recognize and transcribe speech pitch differences accurately,
7. understand how to use some basic procedures in phonemic analysis.

Course Content:

1. Speech organs and their work in English
2. Consonants of English
3. Sequence of Consonants.
4. Vowels of English
5. Words in Company

Required Textbook:

O'Conner. **Better English Pronunciation.**

Jonathan Marks, **English Pronunciation in Use.** Cambridge

Stage	1st Year
Course Title	Listening and Speaking
Credits	3
Teaching Hours	2

Course Description:

Listening and Speaking is designed for students at different levels, presenting both natural conversational language and academic English. It offers a wide variety of listening opportunities, such as conversations, radio broadcasts, and lectures. The conversations and radio broadcasts focus on the rhythm and intonation of natural language, while the lectures provide practice in listening to academic English. The course teaches a variety of listening skills, including listening to main ideas and specific information, getting meaning from context, identifying stressed words and reductions, and drawing inferences. There is an added focus on note-taking throughout the course. Finally, the course exposes students to authentic English language and provides them with useful cultural information, both of which are extremely important elements in any successful listening course. It contains a wide range of practical activities with a range of native and non-native English accents to equip students with the necessary skills for effective daily communication in different situations. The course can be used as self-study, in class, or as supplementary homework material.

Learning Objectives:

The course is designed to meet the following:

- encourage students to experience autonomous learning.
- help students develop listening and speaking skills in accordance with Can-do statements. These statements show the language that people use at different situations.
- Get ready to listen and speak and move students to think about the topic by warm-up tasks,
- Advise students how to improve their listening, speaking and learning by learning tip boxes,
- Provide contextualized practice to let students use particular language or vocabulary areas,
- Focus on pronunciation using sound smart activities,
- enhance class bonus communication activities for pair work and group work ,
- motivate students' thinking about what they have learnt by using Can-do checklists at the end of every unit

Course Content:

1. How do you know
2. I'm phoning about the house
3. How do I buy a ticket?

4. Shall we go out for dinner?
5. You should go to the police
6. Have you got a headache?
7. How about a hostel?
8. What can I do here?
9. When are you flying?
10. The weather is changing
11. I have our schedule
12. You did really well Workplace discussions
13. I've organized the trainer
14. You need a budget Talks and seminars
15. Welcome to the school
16. What are your goals?

Required Textbook:

Polly Merdinger and Laurie Barton, **NorthStar1: Listening and Speaking**.
4th edition. 2015
Sally Logan and Craig Thaine, **Real Listening and Speaking 2, 2008**

Stage	1st Year
Course Title	Reading 1
Credits	3
Teaching Hours	2

Course Description:

The course helps students acquire different skills of accurate and rapid reading. It tackles the reading skill as well as its objectives. Moreover, throughout effective reading, the course develops students' grammatical skills. In addition, different communicative activities, skill-building exercises, various and ample genres and techniques for practice are used to increase students' academic success. The course also attracts students' attention to the correct pronunciation and stops according to punctuation marks. Specific strategies are used for students' feedback to improve their reading speed without losing comprehension and understanding the authentic language.

Learning Objectives:

This course aims at training students to read various kinds of social, economic, historical or religious passages related to students' different aspects of life, knowledge and environment. Sentences, paragraphs and essays contain certain themes and topics of interest, such as living in another culture, good health, and success in business, shopping, planets, etc. The focus is on answering questions, matching words with their meanings, synonyms, opposites, learning new vocabulary and some confusing, misused words, forming tenses and using them correctly. The reading, grammar, and vocabulary activities provided in this course are designed to support students' critical thinking skills, and eventually motivate them to explore their own thoughts.

Course Content:

Passages will be selected by course instructors from the recommended books

Required Textbooks:

Pamela Hartman and James Mentel, **Interactions (Access)**. McGraw-Hill

Linda Lee and Erik Gundersen, **Select Reading: Intermediate**. Oxford

L.G. Alexander, **Developing Skills**

Stage	1st Year
Course Title	Composition Writing
Credits	3
Teaching Hours	2

Course Description:

The course is designed to qualify students with rhetorical foundations preparing them for academic and professional writing demands. Students are exposed to the strategies and processes successful writers adopt to achieve specific purposes. Preparing students for academic communication, the course of English departments includes class discussion and readings of various contexts to enhance comprehension, instruction, entertainment, persuasion, investigation, problem-resolution, evaluation, explanation, and refutation to realize personal and professional goals for the intended audience.

Engaging students in a variety of composing endeavors throughout the course, students constructively respond to their peers' texts, and use peer responses as they receive extensive feedback from their instructors to improve the quality of their writing. This course contributes to increase the students' ability in order to construct written prose of various kinds. It focuses on different methods of organization, analysis, research skills, and production of short argumentative and expository essays concerning contemporary social and cultural issues.

Learning Objectives:

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

1. involve in the process of writing including various kinds of heuristic situations for brainstorming, such as gathering evidence, considering audience, drafting, revising, editing, and proofreading,
2. involve in the collaborative social aspects of writing, to use it as a learning tool,
3. explore and analyze contemporary global, and international questions using language,
4. use writing aids and various sources, such as handbooks, dictionaries, and online aids to gather, summarize, synthesize, and explain information,
5. use different grammatical, stylistic, and mechanical formats and conventions to be suitable for the different kinds of audience,
6. criticize different kinds of written and oral formats of their own and others' work,
7. produce rhetorical and coherent pieces of prose for a variety of situations,
8. reflect on their own work and evaluate their writing process.

Course Content:

1. Process writing: Getting Ready to write
2. The structure of a paragraph
3. The development of a paragraph
4. Descriptive and process paragraphs
5. Opinion paragraphs
6. Composition/contrast paragraphs
7. Problem/ solution with paragraph
8. The structure of the essay
9. Outlining an Essay
10. Introductions and conclusions
11. Unity and coherence
12. Essays on examinations
13. Beginning with work

14. Giving and receiving presents
15. A Favorite Place
16. An Exceptional person
17. Trends and fashion
18. White lies
19. Explanations and Excuses
20. Problems
21. Strange Stories
22. Differences
23. Difficult decisions
24. Fate or choice?
25. Additional Materials

Required Textbook:

Dorothy E. Zemach and Lisa A. Rumisek, **Academic Writing**. Macmillan
 Dorothy E. Zemach and Carlos Islam, **Writing in Paragraphs**. Macmillan
 Strunk, W., Jr. and White, E.B., **The Elements of Style**. Longman Group

Stage	1st Year
Course Title	An Introduction to English Literature
Credits	5
Teaching Hours	3

Course Description:

This course consists of an introduction followed by three parts. The aim of the introduction is to get the students acquainted with the meaning, definitions, language, function and major literary types. The second part of the introduction deals with the meaning of English literature and introduces the major periods of English literature.

The first part is dedicated to the study of English poetry. It begins by defining the nature of poetry, the differences between poetry and prose, how to understand a poem, how a poem is done and finally the major types of poetry: Descriptive, Reflective, Narrative, Lyric, Sonnet...with an example for each.

The second part of this course is concerned with English prose. It provides the students with information about the various types of prose. The examples are from outstanding English and American writers. These types include the Narrative, Descriptive and Argumentative with a reference to the nature and characteristics of each type. It also studies how prose is made in terms of style, language and figures of speech.

The third part is devoted to the study of the nature of drama. It begins with an introduction to the definition of drama, history, nature, kinds, elements...etc. Then there is a brief historical survey to the development of the English drama and its major periods and dramatists .The students should also be acquainted with the basic dramatic terms.

Learning Objectives:

This course aims at providing first year students with basic information about literature in general and English literature in particular. Studying literary pieces enables the students to develop their language skills; reading, writing, understanding and speaking. The course also intends to widen the

students' cultural awareness and improve their critical insight.

Course Content:

Part One : Poetry

Chapter I : Introduction

Blake's "O rose thou art sick"

Tennyson's "Break, break, break"

Wordsworth's "She Dwelt Among Untrodden ways"

Coleridge's "The Ancient Mariner"

All of Chapter ii

Chapter iii: Types

Shakespeare's "Winter"

W.B. Yeats' "An Irish Man Foresees His Death"

Anonymous "Lord Randal"

Shelley's "To..."

Keats' "On the Grasshopper"

Chapter IV: Literary Appreciation

Wordsworth's "I Wandered Lonely as a Cloud"

Shakespeare's "Let Me not to the Marriage of ..."

Part II: Prose

Chapter v : Types

T.S. Eliot "Modern Education"

Chapter vi : Narrative

Emily Bronte's from Wuthering Heights

Jonathan Swift's from Gulliver's Travels

Chapter vii : Descriptive

Norman Douglas' "South Wind"

Charles Dickens "Nicholas Nickleby"

Arthur Koestler "Darkness at Noon"

Chapter viii : Argumentative

Frieda Fordham "Psychology and Education"

Robert Lynd "Why Do We Hate Insects"

Part III : An Introduction to Drama

Nature of Drama

History of Drama

Elements of Drama

kinds of Drama

History of English Drama

Major Periods and Dramatic Terms

Required Textbooks:

L.G. Alexander. **Poetry and Prose Appreciation for Overseas Students**

George Whitfield: **An Introduction to Drama**

Recommended Textbooks:

Richard Hill **Mastering English Literature**

J.B. Wilson **English Literature: A Survey for Students**

Stage	1st Year
Course Title	Human Rights
Credits	2
Teaching Hours	1

Course Description:

The course adopts the issue of protecting human rights as it is one of the most important political issues all over the world. It demonstrates conceptual and historical origins of human rights that are protected by the international regime, and show patterns of human rights that are violated over time. The course highlights the reasons of the violation of individual rights and physical integrity. It also shows historical foundations and current attempts and practice of the international community –success or failure- concerning this respect.

Learning Objectives:

Completing this course, students will be familiar to various factors that lead to aggravate the violation of individual human rights. They will also be able to apply what they have learned to their everyday life. Studying

human rights abuse through historical cases prospects for future abuse around the world. Moreover, students focus on analytical and critical thinking to present logical and well-developed arguments.

Required textbook:

Handout. Materials to be determined by course instructors

Stage	1st Year
Course Title	Educational Psychology
Credits	4
Teaching Hours	2

Course Description:

This course provides the foundation of learners' development and perception, and the psychology of learning. It considers the aspects that affect the learning process, and modern approaches to motivate students' thinking and learning. Theories concentrate on students' cognitive development with implications for classroom-practice. The course, in particular, concentrates on some areas such as showing reasons of students' success to learn or fail to learn, and showing how students achieve their social, emotional and personal development.

Learning Objectives:

At the end of the course, students will be able to:

1. develop a positive and professional attitude towards teaching,
2. acquire knowledge and relevant skills to become caring, committed, creative and effective teachers,
3. believe that all students can learn,
4. model a positive attitude toward teaching and learning,
5. appreciate and accept individual differences in students,
6. demonstrate willingness to support the physical, emotional, moral and social well-being of students.

Required textbook:

Handout. Materials to be determined by course instructors.

Stage	1st Year
Course Title	Fundamentals of Education
Credits	4
Teaching Hours	2

Course Description:

The course is based on theoretical overview of the nature of cultures, varieties of cultures and how they interact. It shows how educators

culturally respond to their communities, and equips students with full understanding of influences of culture on the educational concept and process. The course develops an educational environment to support the diversity of cultures.

Learning Objectives:

At the end of the course, students will be able to:

1. understand the different basic concepts including culture, ethnicity, race, racism, and know their application,
2. know how to define the concepts: stereotype, prejudice, core values, oppression and discrimination,
3. know that beliefs, rites and social customs are cultural components,
4. know the effects of geography on culture,
5. explore differences of one culture and differences between two or more cultures,
6. recognize some culturally related concepts, such as cultural relativism, universalism, congruence, and macro/micro-cultures,
7. empathize with people of other cultures by shifting some of their perceptions,
8. understand the phenomena of other cultures when they come into contact,
9. develop lessons meeting requirements of learning through studying the different cultures that are exist in their college community.

Required textbook:

Handout. Materials to be determined by course instructors.

Stage	1st Year
Course Title	Computer Science
Credits	3
Teaching Hours	2

Course Description:

The course covers major areas in IT: applications of Windows, Microsoft Office, PowerPoint, Draw/ Paint and the Internet. Students acquire the basic system of Windows so that they can navigate with ease through the various applications. Microsoft Office contains word processing, spreadsheet, and presentation applications-software that are important for teaching and career success. All electronic devices in the class have Internet access to understand and comprehend the process of internet search. For many of their projects, students collaboratively work in groups to gain individual skills, complete, do exercises and produce final projects.

Learning Objectives:

The objectives of teaching computer science enable students to use different electronic devices effectively in the various academic tasks. Completing the course, students will be able to:

- understand the basic parts of a computer system and their relationships,
- master the basic functions of the Windows operating system,
- use basic technological terminology,
- produce attractive hard copies of work through print commands,
- design creative document layouts which are well formatted,
- use and produce word processing software,

- use and produce spreadsheet software,
- use and produce presentation software, such as PowerPoint,
- understand the rules of Internet access etiquette,
- use and produce Internet software,
- master the basics of maintenance and antivirus software.
- use and produce Draw/Paint software.

Course Content:

1. PRINCIPLES OF COMPUTER

- Definition of computer.
- Information and data.
- Characteristics of computer.
- Kinds of computers.
- Components of computers.

2. COMPONENTS OF COMPUTERS

- Material parts.
- Numerical system of computer.

3. SECURITY AND AUTHENTICATION

- Synthesis of electronic words.
- Personalization.
- License of computer programs.
- Kinds of license.
- Risks of malicious programs.
- Viruses.
- Characteristics of viruses.
- Harms of viruses.
- Components of viruses.
- Kinds of viruses.
- Health harms of using computer

4. OPERATING SYSTEM

- Operating system definition
- Function of (O.S)
- Characteristics of (O.S)
- Folders and files.
- Icons
- Operation on windows.
- Backgrounds.
- Control Panel.
- Components on desktop.

Required textbook:

Handout. Materials to be determined by course instructors

Stage

1st Year

Course Title	Arabic Language
Credits	4
Teaching Hours	2

Course Description:

This course is intended to expose students to Modern Standard Arabic language and cultures including the basics of Arabic grammar, morphology and semantics. The course is dedicated for students of English departments in order to be proficient in recognizing and diagnosing the literary genres, so that they can get benefit from it in doing contrastive studies and other aspects of language.

Learning Objectives:

Upon completion of the course, students will be able to:

1. understand and use basic grammatical concepts and terms of Arabic Language, so as to be able to compare and contrast these terms and concepts with those of English language.
2. use critical thinking to diagnose and criticize pieces of literary works.

Course Content:

1. Arabic as a Semitic Language.
2. Speech Sounds: Places and Manners of Articulation.
3. Morphological Issues.
4. Syntactic Structures.
5. Semantic Relations.
6. Rules of Dictation.
7. Literary genre and Rhetoric.

Required Textbook:

Committee , **Arabic Lessons for Other Disciplines,**

**Colleges of Education in Iraq
Department of English Language
Second Year Syllabus**

Total Credits: 39

Total Teaching Hours: 23

No.	Subject	Credits	Teaching Hours
1	Morphology and Syntax	5	3
2	English Phonology	5	3
3	Advanced Reading	3	2
4	An Introduction to Academic Writing	3	2
5	One Act Play and Elizabethan Drama	4	2
6	Short Story	4	2
7	16 th to 18 th Century Poetry	4	2
8	Listening and Speaking - 2	3	2
9	An Introduction to ELT	4	3
10	Adults Education	4	2
		39	23

Stage	2nd Year
Course Title	Morphology and Syntax
Credits	5
Teaching Hours	3

Course Description:

Concerning morphology, the main focus of the course is on identifying the internal meaningful units of words, and analyzing them into their linguistic units, such as root, affixes, and parts of speech. Concerning syntax, the main focus is on clarifying and explaining the rules that govern combining words and their order to form sentences. The course demonstrates a good deal of information about the relationship between morphology and syntax so that students can meet the requirements of academic writing, and explain the grammatical relationship between words.

Learning Objectives:

By the end of the course, students can:

1. identify the smallest linguistic units of a word,
2. recognize the change in the meaning and grammatical function of words due to adding new word linguistic units,
3. recognize the English morphological structure,
4. analyze words into their roots, affixes and parts of speech,
5. comprehend the correct word order in a sentence,
6. explain the relationship between words in a sentence,
7. know how to teach the basics of English language morphology and syntax.

Course Content:

1. Morphemes.
2. Words.
3. Processes of Word Formation.
4. Inflectional Paradigms.
5. Parts of Speech: Form Classes.
6. Parts of Speech: Structure Classes.
7. Noun and Verb Phrases and Grammatical Functions.
8. Basic Sentence Patterns.
9. Parts of Speech: Positional Classes.
10. Modification.
11. Usage.

Required Textbook:

Norman Stageberg, **Introductory English Grammar**.5th edition 2000

Stage	2nd Year
Course Title	English Phonology
Credits	5
Teaching Hours	3

Course Description:

The purpose of this course is to introduce EFL students to the theory and practice of phonology, i.e. (how sounds pattern in language, and how those patterns can be represented and explained). The goal is to learn to produce, transcribe, and describe in articulatory and linguistic terms many of the sounds known to occur in English language.

The course also tries to cover both perceptive and receptive skills in the sound system of the English language. It provides students with listening

programs to patterns of native speakers in order to know how to produce sounds correctly, and how to distinguish among similar sounds in authentic contexts.

Learning Objectives:

Upon completing the course, students are expected to:

- 1- identify locations and functions of speech organs,
- 2- distinguish and produce all English sounds and know their features,
- 3- use phonetic symbols in order to transcribe English sounds,
- 4- produce sounds and clusters that cause problems for Arabic speakers,
- 5- recognize supra-segmental features, such as stress, rhythm, intonation...etc.

Course Content:

1. Introduction
 - The English Phonetics and Phonology
 - Phonemes and other aspects of pronunciation
 - Accents and dialects
2. The production of speech sounds
3. Long vowels, diphthongs and triphthongs
4. Voicing and consonants
5. Phonemes and symbols
6. Fricatives and affricates
7. Nasals and other consonants
8. The syllable
9. Strong and weak syllables
10. Stress in simple words
11. Complex word stress
12. Variable stress
13. Weak forms
14. Problems in phonemic analysis
15. Aspects of connected speech
16. Intonation

Required Textbook:

English Phonetics and Phonology, A practical Course. By Peter Roach
4th. edition
Jonathan Marks, **English Pronunciation in Use.** Cambridge

Course Title	Advanced Reading
Credits	3
Teaching Hours	2

Course Description:

The course helps students to become good readers through instruction in the various reading skills, and through intensive and extensive readings. There are pre-and post-reading exercises to develop reading skills and vocabulary. The exercises carefully introduce the key skills. Students practice identifying main ideas, and preparing summaries. Technical vocabulary may be pre-taught, and students are encouraged to use context clues to infer the meaning of new vocabulary. The course also demonstrates sentence structures including compound and complex sentences that are common in academic texts. Eventually, the reading selections express various cultural viewpoints and issues for analysis and class discussion.

Learning Objectives

By the end of this course, students of English majors are expected to be able to:

- be fluent in reading, and comprehend passages of different fields of knowledge,
- skim and scan quickly to know the main and supporting ideas,
- recognize new words, expressions, and phrases,
- summarize articles and stories,
- comment on memoir, interview, and poetry,
- analyze selected readings,
- develop communicative abilities,
- recall information, identify reasons and make inferences,
- set an argument,
- identify the themes of selected readings,
- know how to use research sources.

Course Content:

1. The Youngster Behind You Tube
2. When To Use Female Nouns
3. Your Negative Attitude Can Hurt Your Career
4. The Colorful World Of Synesthesia
5. What Is Creative Thinking?
6. Listen Up
7. Students Won't Give Up Their French Fries
8. Why I Quit The Company
9. East Meets West On Love's Risky Cyber highway
10. Don't Let Stereotype Wrap Your Judgment
11. The Art Of Reading
12. When E.T.Calls

Required Textbook:

Linda Lee and Erik Gundersen, **Select Reading: Upper Intermediate.**
Oxford
Pamela Hartmann and James Mentel, **Interaction 1.** McGraw-Hill

Stage	2nd year
Course title	Introduction to Academic Writing
Credits	3
Teaching Hours	2

Course Description:

This course is designed to develop and expand the students' skills so as to meet the graduation requirements, such as writing reports, articles, and graduation projects. The main focus is on how to choose writing strategies that are characteristic for the effective and appropriate use of language for academic texts, in addition to paying attention to the correct usage of grammar and vocabulary.

Learning Objectives:

On completion of the course, students are expected to have learned:

- the sequence structure of effective information,
- creating a flowing text through linking ideas and arguments smoothly,
- writing clear and concise texts,
- taking a critical view of their own work,
- how to engage the reader's interest,
- the logical sequence of narrating and describing.

Course Content:

1. Paragraph format
2. Narrative paragraph
3. Paragraph structure
4. Descriptive paragraph
5. Logical division of ideas
6. Process paragraph
7. Comparison/contrast Paragraph
8. Definition paragraph
9. Essay Organization
10. Opinion Essays

Required Textbook:

Alice Oshima and Ann Hogue, **Introduction to Academic Writing**, 3rd Ed.

Stage	2nd Year
Course title	One Act Play and Elizabethan Drama
Credits	4
Teaching hours	2

Course Description :

This course intends to introduce the second year students to the world of drama. It provides them with a practical experience through studying outstanding one act plays. These plays represent the major dramatic genres.

Then the course moves to the Elizabethan Theatre and Drama with an introduction, and presents full length plays taking Christopher Marlowe's Dr Faustus as an example.

Learning Objectives:

- At the end of the course, students have:
- good knowledge about the world of drama,
 - the ability to put their theatrical knowledge in practice,
 - good knowledge on literary and cultural background,
 - critical insight and linguistic awareness through comparing the examples of the one act and full length plays written in modern and Elizabethan English.

Course Content :

J.M.Synge	Riders to the Sea
A. Strindberg	The Stronger
Samuel Beckett	Act Without Words
Serafin and Joaquin Quintero	A Sunny Morning
Elizabethan Drama(An Introduction)	
Christopher Marlowe	Dr Faustus

Required Textbook:

Mohammed Baqir Twajj . **One - Act Plays**

Recommended Textbook:

J.W.Marriot. **The Best One-Act Plays**

Stage	2nd Year
Course title	Short Story
Credits	4
Teaching hours	2

Course Description:

This course is designed to introduce the second year students to short narrative works written by outstanding writers. It begins with an introduction shedding light on the definition of the short story, its elements and characteristics as an independent literary genre, and an introduction to the novel in general in terms of definition, history, elements and kinds of novels. The course also introduce the students to the long short story "The Man and The Sea" as an example of the novella with introduction to the life and style of Ernest Hemingway. It is a good practical experience for students to know how to explain the different elements of the novel - plot, characterization, themes, language and narrative technique.

Learning Objectives :

At the end of the course, the second year students who are supposed to have taken an introduction to English literature can

- know the characteristics of a short story, and differentiate it from a novel,
- practice dealing with narrative texts,
- analyze and criticize short stories and introduce them to various cultures.
- actively interact with others, and express themselves confidently.

Course Content :

Introduction

Saki	“The Open Window”
Oscar Wilde	“The Happy Prince”
Edgar Allen Poe	“The Black Cat”
Katherine Mansfield	“The Doll’s House”
Ernest Hemingway	“Cat in the Rain”
Introduction to Novel	
Ernest Hemingway	“The Old Man and the Sea”

Required Textbook:

F.A.Razzak and Aziz Al-Muttaliby . **A Book of Short Stories**

Recommended Textbooks :

Aziz Al-Muttaliby. **The Validity of the Narrative Act : A Book of Short Stories**

Kawthar Al-Jezairi . **An Anthology of Short Stories**

Stage	2nd
Course title	16th and 17th Century Poetry
Credits	4
Teaching hours	2

Course Description:

This course introduces the second year students to the poetry of the sixteenth and Seventeenth Century which is an important period in the history of the English poetry. The course sheds light on the secular spirit of the Renaissance which was inspired by the Reformation and the rebirth of the classical heritage, and enhances the student’s information concerning the cultural atmosphere in England during those centuries. It also develops their critical insight. From a linguistic point of view, the course improves the students’ ability in putting the language learning skills in practice.

Learning Objectives:

At the end of the course, students

- have information about the sixteenth and seventeenth century poetry,
- have information about the secular spirit of the Renaissance,
- explain and criticize the poetry themes and major characteristics of the period.

Course Content :

Earl of Surrey “Spring”
 Thomas Wyatt “The Hind”
 Philip Sidney “Leave Me ,O Love”
 Edmund Spenser “Like as a Ship”
 Christopher Marlowe “The Passionate Shepherd...”
 Shakespeare’s Sonnets 55,18,116
 An Introduction to Metaphysical Poetry
 John Donne “Death be not Proud”
 George Herbert “The Collar”
 An introduction to Cavalier Poetry
 Robert Herrick “To Daffodils”
 An introduction to John Milton
 Paradise Lost Bk I ,lines 1-156
 On his Blindness
 An introduction to the Neo-Classical Period
 John Dryden “Absalom and Achitophel” (zimri)
 Alexander Pope “Essay on Criticism” (The Critic’s Task...215-252)

Required Textbook:

Ala’uddi H. Al-Jubori et.al. **The Sixteenth Century**
 Shakir M. Mustafa **Seventeenth-Century English Poetry**

Stage	2nd Year
Course Title	Listening and Speaking / 3
Credits	3
Teaching Hours	2

Course Description:

The course presents listening programs to enhance students' listening fluency skills through making predictions and critical analysis to distinguish between the main topics and the supporting ideas. The course also helps students to experience note taking, understanding and constructing good arguments. Concerning speaking skills, the course provides the students with various conversational tasks including interviews, presentation, showing agreement and disagreement, and sharing personal opinions with others.

Learning Objectives:

At the end of this course, students will be able to:

1. share viewpoints of language learning,
2. find ways of brainstorming and problem solving,
3. predict personal observations,
4. use comparing and contrasting strategies,
5. know how to take part in discussion,
6. presenting views on an argumentation topic,
7. criticize, explore values and evaluate,
8. refute arguments,
9. make interviews,
10. make paraphrasing and generalization.

Course Content:

Social and Travel

- 1 .How are things?
- 2 .Can I take your coat?
3. I'm looking for a flat
4. I'd like a refund, please
5. Is there anything on?
6. I've got a pain in my arm
7. I could do with a break
8. It's an amazing place!

Work and Study

9. Shall we say five o'clock?
- 10, I'd like to open an account
11. My bag's been stolen
12. Can I take a message?
13. Let's get started
14. Good morning, everyone
15. Good afternoon, everyone
16. What do you mean?

Required Textbook:

Sally Logan and Craig Thaine, **Real Listening and Speaking 2, 2008**

Recommended Textbook:

Luarie Frazier and Robin Mills, **NorthStar 2 : Listening and Speaking**. 4th edition. 2015

Stage	2nd Year
Course title	An Introduction to ELT
Credits	4
Teaching hours	3

Course Description :

This course intends to introduce the second year students to the main principles of EFL. It focuses on reflective teaching which can be a self-development guide.

Learning Objectives:

- At the end of the course, students can
- apply the principles and fundamentals of ELT,
 - manage discussions of how EFL can be taught,
 - follow examples and illustrations of how EFL can be taught.

Course content :

- 1- Psychological Principles.
- 2- Linguistic Principles
- 3- Self-developments, explorations, and settings
- 4- The self-developed language teacher
- 5- Exploration of teaching
- 6- EFL and ESL teaching settings
- 7- Principles of EFL teaching
- 8- Teaching language as communication among students
- 9- Classroom management
10. EFL materials
11. Media and Technology in class
12. Culture language teacher

Required Textbook:

Jerry, G. Gebhard, **Teaching English as a Foreign Language**, 2nd. Edition. 2009.

Stage	2nd Year
Course title	Adults Education
Credits	4
Teaching hours	2

Course Description :

This course which is designed to be discussion-based presents a general review of adults' learning theory and practice. The focus of the course is on the methods and reasons of adults' learning, and the factors leading to positive effect on learning with special concern to the social, emotional and spiritual nature of adults.

Learning Objectives:

At the end of the adult course, students can:

- be determined and confident enough to face the future,
- develop oral skills in addition to the written,
- lead in their chosen career,
- identify problems, and solve problems using reasoning and critical thinking,
- develop valuable and constructive attitudes toward the quality of everyday life,
- develop effective interpersonal relationships,
- apply ethics and values in their personal lives.

Course Content:

The following topics are to be explored:

- self-directed learning,
- the cycle of learning,
- learning styles,
- brain-compatible learning,
- multiple intelligences,
- emotions and stress in learning,
- the role of interpersonal interactions and motivation,
- emotional intelligence.

Required Textbook:

Handout. Materials to be determined by course instructors.

**Colleges of Education in Iraq
Department of English
Third Year Syllabus**

Total Credits: 38

Total Teaching Hours: 23

No.	Subject	Credits	Teaching Hours
1	Contemporary Grammar of English	5	3
2	Introduction to Linguistics	5	3
3	Writing Academic English	3	2
4	Listening and Speaking- 3	3	2
5	Victorian Novel 1830-1900	5	3
6	Renaissance Drama 16-18 th Century	5	3
7	Romantic and Victorian Poetry 1780-1900	4	2
8	Pedagogy and Curriculum Innovation	4	3
9	Guidance and Psychological Health	4	2
		38	23

Stage	3rd Year
Course title	Contemporary Grammar of English
Credits	5
Teaching hours	3

Course Description:

The overall aim of this course is to foster an appreciation of the complexity of English grammar through developing an understanding of the English verb phrase and other syntactic topics.

By the end of the course, the students should be able to appraise the definitions of the concept 'verb' to be found in various secondary school English Language course books; explain the relationship among time, tense and aspect; represent the various tenses and aspects of the English verb on time line; describe and demonstrate the usage of the various tenses and aspects; analyze the special difficulties of the conditional; synthesize the various tense forms and aspects used to express present, past and future times; appraise English grammar rules in reference to the verb phrase, noun phrase.

Learning Objectives:

The course tries developing and raising the standards of students in writing and speaking so that they achieve good communication with others through the usage of a better grammar. This course is designed to help students meet three objectives:

1. To understand English grammar and to develop the ability to further your knowledge of English grammar by self-study after the course is over.
2. To acquire knowledge about the types of grammatical problems that ESL/EFL learners with different native languages tend to have.
3. Based on current second language acquisition (SLA) research findings and grammar teaching approaches /methodologies/techniques, to learn how to effectively teach English grammar to ESL/EFL learners.
4. To meet the first two criteria, the course covers a variety of grammar topics, with a focus on those aspects of English grammar that are known to be particularly challenging to ESL/EFL learners.

Course Content:

- > Elements of grammar
 1. Sentence elements
 2. Parts of speech
 3. Stative and dynamic
 4. Pro-forms
 5. Question
 6. Negation

- > Verbs and the Verb Phrase
 1. Regular verbs and the inflectional rules
 2. Irregular verbs
 3. Auxiliaries
 4. Tense , Aspect and Mood

- > Nouns , pronouns, and the basic Noun Phrase
 1. Noun classes
 2. Determiners
 3. Reference and the Articles
 4. Number
 5. Gender
 6. The Genitive
 7. Pronouns

Required Textbook:

Randolph Quirk, **A University Grammar of English.**

Stage	3rd Year
Course Title	Introduction to Linguistics
Credits	5
Teaching hours	3
Course Description:	
<p>Study of the fundamental properties that all languages share, and of how languages differ, with respect to structure (sound system, word formation, syntax), expression of meaning, acquisition, variation, and change; cultural and artistic uses of languages; comparison of oral, written,</p>	

and signed languages.

Learning Objectives:

Upon its completion, the course aims to :

- make students more aware of their beliefs about and attitudes towards language.
- show students how surprisingly diverse human languages are, and yet how fundamentally similar they are in many ways.
- acquaint learners with the major areas of language that linguists concern themselves with.
- teach students some of the tools and techniques used in linguistic analysis and to develop their reasoning abilities by application of these tools.

Course Content:

1. What is linguistics?
2. What is language?
 1. The origins of language
 2. Animals and human language
 3. The sounds of language
 4. The sound patterns of language
 5. Word-formation
 6. Morphology
 7. Grammar
 8. Syntax
 9. Social variation in language

Required Textbooks:

1. George Yule, **The Study of Language**
2. Jean Aitchison, **Linguistics**

Stage	3rd year
Course title	Writing Academic English
Credits	3
Teaching hours	2

Course Description:

This course prepares students for early-to-advanced college reading and writing. Students read a wide variety of types of texts, practicing skills such as pre-reading/surveying texts, adjusting speed and reading style to different genres and tasks, improving comprehension, and reviewing and retaining material. Students focus on critical reading skills, such as evaluating the reliability of published or Internet materials, and recognizing biases in written works. Students practice vocabulary skills such as using roots and affixes, and using context to understand a word and when it is necessary to consult a dictionary. Students learn to write longer academic papers in a variety of genres, including essays, reports, and papers incorporating research.

Learning Objectives:

This course concentrates on developing the students' ability to produce effective and appropriate academic writing across the curriculum by focusing on the preparation and writing of two papers, each of which typifies the requirements and expectations of a different academic discipline. As students in their first year of study not only take courses in their major, but also in other disciplines as part of the Core Curriculum, Principles of Academic Writing is directly applicable to their academic writing needs. The course further concentrates on developing the critical reading and thinking strategies that academic writing requires. A combined process and product approach to effective and appropriate academic writing is implemented throughout the course, with students receiving individual mentoring in addition to class tuition.

Course Content:

Part 1

The writing process

Part 2

Elements of writing

Part 3

Accuracy in writing

Part 4

Writing models

Required Textbook:

Stephen Bailey. **Writing Academic English for International Students**. 3rd Edition, 2011.

Alice Oshima and Ann Hogue, **Writing Academic English**, 4th Edition (The Longman Academic Writing Series, Level 4)

Stage	3rd Year
Course Title	Listening and Speaking
Credits	3
Teaching hours	2

Course Description:

The course contains practical tasks to help students in everyday listening and speaking situations, e.g. at the shops, sightseeing or travelling away from home. It also gives practice in a range of work and study situations. It is designed to help you with listening and speaking tasks you will need to do when communicating in English, at home or abroad. The exercises in each unit help you to develop useful skills such as listening for context, listening for specific information and listening for the main idea. It is designed to help you with listening and speaking you will need to do when communicating in English at home or when visiting another country.

Learning Objectives:

The course aims at helping students to achieve the following:

- Get ready to listen and speak: introduces you to the topic of the unit
- Learning tip: helps you improve your learning
- Class bonus: gives an exercise you can do with other students or friends
- Speaking strategy: explains a useful strategy
- Speak up!: practises the strategy
- Extra practice: gives an extra exercise for more practice
- Can-do checklist: helps you think about what you learnt in the unit
- Focus on: helps you study useful grammar or vocabulary
- gives extra information about vocabulary, different cultures or the topic of the unit
- helps students enhance their pronunciation

Course Content:

1. How's it going?
2. I'm looking for a camera
3. I need to see a doctor
4. What's the problem?
5. What a lot of red tape!
6. What a great view!
7. I'd appreciate it
8. This is your office
9. I'll sort it out
10. Can I call you back?
11. Shall we move on?
12. I'd like to begin by ...
13. Let's take a closer look
14. Can you expand on that?
15. It'll help me get a good job
16. I work well under pressure

Required Textbook:

Miles Craven, **Real Listening and Speaking 4**, Cambridge.

Recommended Textbook:

Stage	3rd
Course Title	Victorian Novel
Credits	5
Teaching hours	3

Course Description:

This course is designed to introduce the third year students with the second generation of the English novelists; the Victorians. The course is intended to enrich the literary and critical background of the students and develops their language learning.

Learning Objectives :

This course aims at introducing the third year students with the Victorian Novel .The course begins with a general introduction to the Victorian novel; themes, characteristics and the Victorian novelists as social reformers. Before each novel there is an introduction to the novel; life, style, work, themes, contribution....etc.

Course Content :

Emily Bronte	Wuthering Heights
Learning Opening	(Chapters 1-3
Childhood	(Chapters 4-17)
Maturity	(Chapters 18-31)
End	(Chapters 32-34)

Charles Dickens Hard Times
Book One (Sowing)
Book Two (Reaping)
Book Three (Garnering)

Stage	3rd Year
Course title	Renaissance Drama
Credits	5
Teaching hours	3

Course Description:

This course provides this third year students with the drama of William Shakespeare .It is divided into two parts; the first deals with Shakespearean tragedies and the second with his comedies. The course begins by introducing Shakespearean age and theatre to the students .The students are expected to have an introduction to Shakespeare; life, style, work and reputation.

Learning Objectives :

The principle aim of the course is to give the third year students a knowledge in depth of Shakespearean drama in terms of world, language, dramatic skill...etc. It introduces them also to the Elizabethan age and theatre. It also enriches their knowledge development and of English language. The course is an important addition to the literary and critical background of the students.

Course Content:

1. Hamlet

Act One
Act Two
Act Three
Act Four
Act Five

2. Twelfth Night

Act One
Act Two
Act Three
Act Four
Act Five

Stage	3rd Year
Course Title	Romantic and Victorian Poetry
Credits	4
Teaching hours	2

Course Description:

This course is intended to introduce the third year students to the two of the richest periods in English poetry ; the Romantic and the Victorian .It begins by studying Thomas Gray’s “Elegy Written in a Country Church yard” as a transitional pre-Romantic poem .It moves then to give an introduction to the Romantic period ;influences on the period ,characteristics, themes and major poets .The second semester is dedicated to the study of the poetry of the Victorian period .It begins by referring to the major social, political ,religious and economical changes .The introduction also touches upon the characteristic features of the poetry of the period and its major themes .

Learning Objectives:

The principle aim of this course is to provide the third year students a deep knowledge of the poetry of the late eighteenth and nineteenth centuries. In addition to the poetry of these two periods, the course gives the students an idea about the intellectual atmosphere at that time .The richness of the poetry of these schools increases the students’ knowledge of the language of poetry in particular and English Language in general. It also develops their analytical and critical ability further.

Course Content:

Thomas Gray: “Elegy Written in a Country Church Yard” (pre-Romantic)
William Blake: Songs of Innocence ...Songs of Experience (two poems)
William Wordsworth: The Solitary Reaper...The world is too much with us.
Coleridge Kubla Khan Frost At Midnight
P.B.Shelley Ode to the West Wind
John Keats Ode to a NightingaleLa Belle Dame Sans Merci
Lord Byron In This Day I Complete My 36th Year Victorian Poetry
A .L.Tennyson “Ulysses”.....”Crossing the Bar”
Robert Browning “My Last Duchess”
Matthew Arnold “Dover Beach”

E.B.Browning from “ The Cry of the Children”
Christina Rossetti “Birth Day”
William Morris “The Day is Coming”

Required Textbook:

James Reeves (ed.).**The Poets World**
Dhea Al-Jubori and Amy Sequira. **Victorian Poetry**

Recommended Textbook:

.....**The Norton Anthology to English Literature II**
E.K.Brown and J.O.Baily (ed.)**Victorian Poetry**

Stage	3rd year
Course title	Pedagogy and Curriculum Innovations
Credits	4
Teaching hours	3

Course Description

In the light of modern trends of TEFL, the course offers a foundation in approaches, methods, and materials for the teaching of foreign languages and English as a second language from the perspectives of language acquisition research. The course begins by reviewing the history and basic concepts pertaining to the field and ends with the writing of a teaching philosophy and a critical review of currently available teaching materials, both in light of current EFL curriculum research and theory. This course is about how to use EFL research and generalizations derived from it to inform teaching practice and materials design. The course concentrates on learning the history of language teaching methods so that it can solidify the current beliefs on teaching. Main goals of this course are to teach teachers about and teach them how to apply the communicative approach and task-based language teaching in particular.

Learning Objectives:

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

1. explain the development of language teaching methodologies and use the rationale behind current methods and teaching practices to inform their own teaching practice.
2. read, understand, and think critically about current research pertaining to teaching methods and language teaching techniques to inform curriculum

development.

3. provide a professional review of foreign or second language materials in light of current trends in teaching methodologies that can be used for initial textbook adoption, guidance in the use of materials, or the adaptation of materials.

4. convey to others a coherent and well-articulated, theory-based teaching philosophy grounded in empirically tested research

Course Content:

1. Definition of basic terms
2. Grammar translation method
3. The direct method
4. The Audiolingual
5. Total Physical Response
6. Communicative Language Teaching
7. The eclectic method
8. Teaching listening
9. Teaching speaking
10. Teaching reading
11. Teaching writing
12. Teaching grammar
13. Teaching culture
14. Teaching vocabulary
15. Teaching pronunciation
16. Teaching communication strategies
17. Teaching technology in EFL Classroom
18. Lesson planning
19. Curriculum development
20. The concept of curriculum
21. Curriculum theory
22. Foundations of curriculum
23. The process of curriculum

Required Textbook:

1. Diane Larsen- Freeman. **Techniques and Principles in Language Teaching**. Oxford 3rd Edition.

2. Shatha Kathim Al-Saadi. **Trends in ELT Syllabus Design**. (2012).

Recommended Textbooks:

Jack Richards & Willy A. Renandya. **Methodology in Language Teaching: An Anthology of Current Practice** (2002). Cambridge.

Stage	3rd year
Course title	Guidance and Psychological Health
Credits	4
Teaching hours	2

Course Description:

Educational guidance is necessary for making right educational choices. The students, while taking education, are, often, confronted with the problem of making selection or choice. There are diversified courses where they have to make selection of the subjects or activities.

The wrong choice of a subject or activity may doom their career and future. Therefore, they should be helped by guidance in making right choice with regard to subjects or courses of study, co-curricular activities, methods of learning, style of speaking, writing and reading and books and other literature for study etc.

Learning Objectives:

The course aims to achieve the following:

1. The students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
2. The student will understand the relationship of academics to the world of work and to life at home and in the community.
3. Students will become oriented to the educational environment;
4. Students recognize problems with learning and develop coping skills;
5. Students identify and express positive feelings and behaviors needed for successful learning;
6. Students demonstrate how effort and persistence effect learning;
7. Students apply study skills necessary for academic success at each grade level; and prepare for successful transition to middle school.

Required Textbook:

Handout. Materials to be determined by course instructor.

**Colleges of Education in Iraq
Department of English
Fourth Year Syllabus**

Total Credits: 41

Total Teaching Hours: 25

No.	Subject	Credits	Teaching Hours
1	Contemporary Grammar of English	5	3
2	Linguistics II	5	3
3	Modern Novel	5	3
4	Modern Drama	5	3
5	Modern Poetry	4	2
6	Translation	3	2
7	Advanced Listening and Speaking	3	2
8	Test Design and Assessment	4	2
9	Practicum and EFL Classroom Practices	4	3
10	Graduation Research	3	-
41		23	

Stage	4th Year
Course title	Contemporary Grammar of English
Credits	5
Teaching hours	3
Course Description:	
<p>Within each topic, students learn about the grammatical phenomena and do exercises and activities that help them make generalizations about why English grammar works the way it does. This is followed by a discussion of problems that ESL/EFL learners face for the particular grammar topic, and learner-focused activities such analysis of learner errors.</p> <p>In order to meet other objectives, the course provides students with supplementary readings on different approaches to grammar teaching. Based on the readings and the class activities, students develop teaching materials on one or more grammar topics, and implement these materials in a tutoring practicum with an ESL/EFL student.</p>	
Learning Objectives:	
Upon successful completion of this course, the students are expected to	

have a firm grasp of several major areas of English grammar, and an understanding of how to approach grammar teaching. The course is intended to give students a solid grounding in pedagogical English grammar, and ability to further their understanding of English grammar through self-study.

Course Content:

- The simple sentence
 1. Clause patterns
 2. Elements and their meanings
 3. Concord
 4. Negation
 5. Questions
 6. Commands
- The complex sentence
 1. Finite and non-finite, and verbless clauses
 2. Subordinators and subordination
 3. Nominal Clauses
 4. Adverbial Clauses
 5. Comparative sentences
 6. The verb phrase in dependent clauses
 7. Direct and indirect speech

Quirk ,Randolph & Greenbaum, S.(1973) **A University Grammar of English**, Longman

Stage	4th Year
Course Title	Linguistics
Credits	5
Teaching Hours	3

Course Description:

The course is designed to make students aware of the complex organization and systematic nature of language, the primary means of human communication. In a sense, students will be studying themselves, since they are a prime example of a language user. Most of the students' knowledge of language, however, is unconscious, and the part of language that they can describe is largely the result of their earlier education, which may have given you confused, confusing, or misleading notions about language. This

course is intended to clarify ideas about language and bring learners to a better understanding of its nature. The course is designed to expose students to an overview of linguistics at the various levels of description of language. It is intended to clarify various ideas about language and bring students to a better understanding of its nature.

Learning Objectives:

By the end of the course, students should be familiar with some of the terminology and techniques of linguistic analysis and be able to apply this knowledge to the description of languages. Accordingly, it aims to:

1. introduce you to the nature of human language;
 2. enable you have a broad view and understanding of linguistics and its relation to language;
 3. help you acquire theoretical linguistic and analytical skills for recognizing and describing the various levels of language;
 4. enable you achieve thorough knowledge and practice, competence and skills in analyzing various linguistic structures.
- explain the nature of human language;
 - identify the levels of linguistic description;
 - systematically analyze the linguistic structure of any language;
 - explain the history and development of linguistics;

Course Content:

1. Semantics
2. Pragmatics
3. Discourse analysis
4. First language acquisition
5. Second language acquisition
6. Language and culture.

Required Textbook:

George Yule, **The Study of Language**

Stage	4th Year
Course title	Modern Novel
Credits	5
Teaching hours	3

Course Description :

The course is designed to study the modern English novel .It begins first by

introducing the fourth year students to the major characteristics of the modern novel; shortness of form, detachment, aggressive realism, interest in psychology...etc. Two outstanding English novels are chosen as representatives of the modern novel in general.

Learning Objectives :

This course intends to give the fourth-year students an idea on Twentieth Century English novel. It outlines the major characteristics and techniques adapted by the modern novelists. The language of these novels is modern in spirit so in addition to the cultural and critical importance of the course, it enriches the students vocabulary and their mastery over language.

Course Content:

William Golding	<i>Lord of the Flies</i>
George Orwell	<i>Animal Farm</i>

Stage	4th Year
Course title	Modern Drama
Credits	5
Teaching hours	3

Course Description :

This course aims at introducing the fourth year students with modern drama. It begins with an introduction shedding light on the nature and the major themes and characteristics of modern plays .Students are expected to have a clear idea of the major twentieth century schools of drama.

Learning Objectives:

In this course, the fourth-year students are introduced to the modern drama. It enables them to study the various techniques adopted by the modern dramatists who represent different schools and ideologies. The course enables the students also to see the radical dramatic changes in form and content. It gives the students the chance to put their critical and linguistic knowledge in practice.

Course Content:

George Bernard Shaw	<i>Arms and the Man</i>
Samuel Beckett	<i>Waiting for Godot</i>

Age	4th Year
Course Title	Modern Poetry
Credits	4

Course Description:

This course is intended to introduce the fourth year students to the English poetry of the Twentieth Century .It begins with an introduction shedding light on the revolutionary nature of the modern. It also includes the meaning, and beginning of modernity, the major characteristics of modern poetry, themes and major schools.

Learning Objectives :

The aim of this course is to study the English poetry of the Twentieth Century. It concentrates on the revolutionary nature of this poetry and the innovations made in form and technique .It enables the students to have a clear idea about the various modern schools .It also improves the fourth-year students linguistic and critical abilities.

Course Content:

1.The Symbolist Movement

W.B.Yeats : “Sailing to Byzantium”- “The Second Coming”

2.The Imagist Movement

T.S.Eliot “The Love Song of J.Alfred Prufrock”

3.The Georgian School

Walter de la Mare “The Listeners”

4.The Socialist School

W.H.Auden “The Unknown Citizen”

5. Neo-Romanticism

Dylan Thomas “Fern Hill”

6. The Movement

Philip Larkin “ At Grass” - “ Church Going”

7. Extremist Art

Ted Hughes “The Casualty” - “Thought Fox”

Required Textbook:

Maurice Wollman (ed.),**Ten Twentieth Century Poets**

Recommended Textbook :

.....**The Norton Anthology to English Literature**

Stage	4th Year
Course title	Translation
Credits	3
Teaching hours	2

Course Description:

This course is intended for students of English as a foreign language. The course aims to further students' linguistic proficiency by providing practice in translating and interpreting a variety of text types into English and Arabic. Students will be given opportunities to reflect on, discuss and engage in translation tasks which are all geared up toward full understanding of translation practice and linguistic issues at different textual levels.

Learning Objectives:

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

1. practice translating and interpreting texts into Arabic and English.
2. develop translation and interpreting skills used in translating a variety of Arabic and English texts drawn from a variety of common text types.
3. be familiar with stylistic features and technical and descriptive terms of various texts types including media, legal, political, medical, literary, academic and religious texts.
4. use different strategies and conventions when dealing with different types of texts.

Course Content:

Materials will be determined by course instructors.

Stage	4th Year
Course Title	Advanced Listening and speaking
Credits	3
Teaching hours	2

Course Description:

The course develops and refines students' English language skills. At the advanced levels, students encounter language necessary for everyday communication. Students are introduced to many useful functions, vocabulary words, grammar points, and pronunciation techniques in a variety of level-appropriate thematic topics and receptive task-based activities. As students advance, they begin to focus on language and skills necessary for academic success. Students in intermediate and advanced levels encounter increasingly complex vocabulary words, language functions, grammar points, and pronunciation techniques. In all levels, students explore a variety of level-appropriate topics and themes.

Learning Objectives:

Upon completion of the course, students will be able to:

- > identify the main idea of a listening and analyze specific information.
- > infer the speaker's intentions and attitude.
- > complete a dialogue using phrases that illustrate multiple sides to an issue.
- > analyze sentences and phrases to identify important information, reductions, stress and intonations.
- > complete passages using knowledge of target vocabulary.
- >
- > analyze sentences and phrases to determine if they are grammatically correct or incorrect, and apply knowledge of grammar to complete writing tasks.
- > discuss a selected unit topic for 1-3 minutes incorporating target vocabulary, grammar structures, and pronunciation.

Course Content:

A variety of everyday situations and academic contexts.

Required Textbook:

TOEFL and IELTS. Materials to be determined by course instructors

Stage	4th Year
Course Title	Test Design and Assessment
Credits	4
Teaching Hours	2

Course Description:

This course is designed for teacher-students because testing is more than technical activity; it is also an ethical enterprise. Language testing is not just about creating the instruments for data generation, which deal principally with mechanics of test production. This course is designed to present the definition, process, procedures, and techniques of testing and evaluation in English language learners. A unique feature of this course is that it presents an authentic materials and focus on theoretical and practical steps for designing and evaluating students in communicative way. Testing includes how to test all the language skills with examples of most up to date type of questions that help the teacher to test his/her students appropriately, they

will:

- Understand the cornerstone of all good assessment and evaluation
- Learn useful techniques for testing and alternative assessment,
- Become familiar with the process and procedures of testing and evaluating

Learning Objectives:

This course helps learners acquire the knowledge, skills, and attitudes necessary for writing effective language tests. In addition to highlighting the general principles of language testing, the course shows prospective teachers of English how to construct a wide range of tests and test items and how to select those most suitable for their individual purposes. Greater emphasis will be placed on giving prospective teachers of English enough practice in the different processes of constructing a variety of useful test items. In this way, hopefully, the prospective teachers of English will develop a deeper insight into the fundamentals and techniques of both the testing and teaching of English as a foreign language.

Course Content:

- 1- Evaluation
- 2- Assessment
- 3- Testing
- 4- Trends and approaches to language testing
- 5- Types of test
- 6- Characteristics of a good language test
- 7- Communicative test design
 - Test design
 - Test development
 - Test operation
 - Test monitoring
- 8- Techniques for communicative language testing
- 9- Testing reading
- 10- Testing listening
- 11- Testing speaking
- 12- Testing writing
- 13- Testing grammar
- 14- Testing vocabulary
- 15- Test-taking strategies

Required Textbook:

L Tim McNamara. **Language Testing**. 2009. Oxford university Press.

Recommended Textbook:

H. Douglas Brown. **Language Assessment, Principles and Classroom Practices**, 2004,

Christine Coombe. **A Practical Guide to Assessing English Language Learners**. 2010

Stage	4th Year
Course title	Practicum and Classroom Practices
Credits	4
Teaching hours	3

Course Description:

The practicum experience provides students the opportunity to apply and integrate knowledge acquired through coursework. In clarifying and

broadening career goals, the practicum experience assists students in discovering, developing and refining necessary competencies and skills for their proposed career objectives. The Practicum course is designed to expose students to their professional role by completing hours in the field. The course instructor will conduct at least one site visit per semester for each student enrolled the Practicum

The Practicum is a professional field experience program designed to provide the student with the opportunity to work in a professional environment under the supervision of an experienced teachers. This opportunity allows students to integrate the theory and knowledge of course content with the application of principles and practices in a work environment, via, secondary and high schools.

Learning Objectives:

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

- gain practical experience based on the understanding and application of theoretical knowledge.
- observe the analysis of and solutions to problems arising in professional work settings.
- interact with colleagues in a professional work environment.
- participate in a representative range of professional activities in the work setting.
- develop a professional self-awareness.

Course Content:

1. Student-Teacher: A starting Point
2. Learner characteristics
3. Aims, Goals, Objectives and Lesson Planning
4. Teaching Vocabulary
5. Teaching Grammar
6. Teaching Listening
7. Teaching Speaking
8. Teaching Reading
9. Teaching Writing
10. Classroom Management
11. An Observation Checklist for Student Teachers' Performance
12. Classroom Language

Required Textbook:

Leslie Opp-Beckman, **Shaping The Way We Teach English.**
Shaima Albakri, and Khansaa Albahadili, **Undergraduate Practicum Course**

Credits	3
Teaching hours	2

Course Description:

This course provides an overview of research methods, designs, and techniques. Course content will include applying public information and research-based knowledge of issues and trends and use appropriate assessment strategies and research methodologies to address authentic issues in education. Students will also explore the use of action research as a means to improve teaching and learning. Research or practical project is identified to a group of students under supervise of a member of faculty with department approval, at the end, students are asked to provide project report and a presentation of the project stages and its results.

Learning Objectives:

After this course:

1. Students will be able to select appropriate quantitative methodologies for use in a study to be performed in the spring. These methodologies include, but are not limited to, experimental, survey and content analysis.
2. Students will be able to describe basic approaches to qualitative research. These methodologies include, but are not limited to, case studies, in depth interviews and focus groups.
3. Students will be able to identify and critique articles based on different research methods
4. Students will be able to construct a questionnaire relying on several types of questions
5. Students will be able to write an effect research proposal that spells out a project they will conduct spring semester
6. Know how different research methodologies may be applied to educational research and the uses and limitations of such methodologies.
7. Reflect on the ethical principles of research.
8. Know how to use technology to gather and analyze data.
9. Review and critique educational research.
10. Understand the steps involved in conducting an action research project.

Required textbook:

Materials will be determined by the course instructors (Handout)