

BA English Programme Second Year

Total Credits: 42

Total Teaching Hours: 23

No.	Subject in English	Subject in Arabic	Teaching Hours		Credits
			Theoretical	practical	
1	English Grammar (2)	(2) النحو الانكليزي	3	/	6
2	Phonology	علم الصوت	2	1	5
3	Essay Writing	كتابة المقالة	2	/	4
4	One Act Plays	المسرحيات ذات الفصل الواحد	2	/	4
5	Short Stories and Novella	القصص والرواية القصيرة	2	/	4
6	16 th to 18 th Century Poetry	الشعر من القرن السادس عشر الى القرن الثامن عشر	2	/	4
7	An Introduction to TESOL	مقدمة في تدريس اللغة الانكليزية لغير الناطقين بها	2	/	4
8	Teaching Listening and Speaking	تدريس الاستماع والتحدث	2	1	5
9	Computer Science	علوم الحاسوب	/	2	2
10	Baath Crimes	جرائم حزب البعث	1	/	2
11	Arabic Language	اللغة العربية	1	/	2
Total hours and Credits			19	4	42
			23		

ملحوظة : انقر على الرابط ادناه للحصول على المقررات الدراسية

<https://drive.google.com/drive/folders/1qIctFelpAmROIC1MBccysOjtx4RaulJJ?usp=sharing>

Course Description

College	College of Education (for Humanities)
Course Title	English Grammar II
Year Taught	Year 2
Credits	6
Teaching hours	3 hours per week
Pre-Requisites	None
Course Summary	This course develops students' command of English grammar at the intermediate level, using <i>Oxford English Grammar Course: Intermediate</i> by Michael Swan and Catherine Walter. The course integrates grammar explanation, guided practice, and communicative tasks. Emphasis is placed on understanding grammatical rules, applying them in speaking and writing, and avoiding common errors. Students are encouraged to reflect on their own language use through exercises, contextual practice, and self-study activities. By the end of the course, students will have improved accuracy, fluency, and confidence in using English grammar in academic and everyday contexts.
Course Objectives	<p>The course aims to:</p> <ul style="list-style-type: none"> • Reinforce and expand students' knowledge of core English grammar structures. • Improve grammatical accuracy in speaking and writing. • Build awareness of common errors and how to avoid them. • Integrate grammar learning with communicative activities. • Develop independent learning skills through guided practice and self-study.
Learning Outcomes	<p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> • Use verb tenses and aspects accurately in different contexts. • Form and apply passive, reported, and conditional structures. • Use modal verbs for functions such as ability, obligation, and probability. • Apply articles, quantifiers, and determiners appropriately. • Construct clear, well-formed sentences using a range of grammatical structures. • Identify and self-correct frequent grammar errors.
Transferable Skills	<ul style="list-style-type: none"> • Written and spoken accuracy in English • Independent study and self-monitoring skills • Analytical thinking through grammar problem-solving • Academic writing competence • Clear communication in academic and professional contexts

Syllabus	<ul style="list-style-type: none"> • Week 1: Section One (be and have) • Week 2: Section Two (present tenses) • Week 3: Section Three (talking about the future) • Week 4: Section Four (past tenses) • Week 5: Section Five (perfect tenses) • Week 6: Section Six (modal verbs) • Week 7: First Monthly Exam • Week 8: Section Seven (passives) • Week 9: Section Eight (questions) • Week 10: Section Eight (negatives) • Week 11: Section Nine (infinitives) • Week 12: Section Nine (-ing forms) • Week 13: Section Ten (various structures with verbs) • Week 14: Section Eleven (articles: a/an and the) • Week 15: Second Monthly Exam <hr/> <div style="text-align: center; background-color: #92d050; padding: 5px;">Mid-Year Holiday</div> <hr/> <ul style="list-style-type: none"> • Week 16: Section Twelve (determiners) • Week 17: Section Thirteen (personal pronouns) • Week 18: Section Thirteen (possessives) • Week 19: Section Fourteen (nouns) • Week 20: Section Fifteen (adjectives) • Week 21: Section Fifteen (adverbs) • Week 22: Third Monthly Exam • Week 23: Section Sixteen (comparison) • Week 24: Section Seventeen (conjunctions) • Week 25: Section Eighteen (if etc) • Week 26: Section Nineteen (relative) • Week 27: Section Twenty (indirect speech) • Week 28: Section Twenty-One (prepositions) • Week 29: Section Twenty-Two (spoken grammar) • Week 30: Fourth Monthly Exam
Teaching Methods	<ul style="list-style-type: none"> • Interactive lectures • Guided practice and error correction • Pair and group communicative tasks • Writing workshops • Independent grammar exercises
Study Hours	<ul style="list-style-type: none"> • Total: 90 hours • Contact Hours: 60 hours • Independent Study Hours: 30 hours
Assessment	<ul style="list-style-type: none"> • Monthly Exams: 20% • Grammar Exercises and Assignments: 10% • Class Participation: 10% • Final Exam: 60%
Key Texts	<p>Swan, M. & Walter, C. (2015). Oxford English Grammar Course: Intermediate. Oxford: Oxford University Press.</p>

Course Description

College	College of Education (for Humanities)
Course Title	Phonology
Year Taught	Year 2
Credits	5
Teaching hours	3 hours per week
Pre-Requisites	None
Course Summary	This course provides a systematic introduction to the principles of phonology, the component of linguistics concerned with the sound systems of languages. Students will learn to analyze phonological data from a variety of languages, focusing on identifying sound patterns, formulating phonological rules, and understanding key concepts such as phonemes, allophones, features, syllables, and stress. The course emphasizes problem-solving and analytical reasoning within the framework of contemporary phonological theory.
Course Objectives	<p>The course aims to:</p> <ul style="list-style-type: none"> • Introduce the fundamental goals, methods, and assumptions of phonological analysis. • Develop the ability to transcribe speech using the International Phonetic Alphabet (IPA) accurately. • Equip students with the skills to identify and describe phonological processes (e.g., assimilation, deletion) in linguistic data. • Enable students to formulate and justify phonological rules and representations. • Explore the basic principles of phonological theory, including distinctive features, syllable structure, and prosody.
Learning Outcomes	<p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> • Accurately produce and transcribe a wide range of speech sounds using the IPA. • Differentiate between phonemes and allophones through minimal pair analysis and complementary distribution. • Analyze phonological data from unfamiliar languages, identifying patterns and formalizing them as rules. • Describe and classify common phonological processes. • Analyze the syllable and prosodic structure of words. • Critically evaluate simple phonological analyses.
Transferable Skills	<ul style="list-style-type: none"> • Analytical and problem-solving skills • Attention to detail and accuracy • Communication and presentation skills • Teamwork and collaboration • Research and critical thinking

Syllabus	<ul style="list-style-type: none"> • Week 1: Introduction to Phonology: Goals and scope. Phonetics review. • Week 2: Phonemic Analysis: Contrast, Minimal Pairs, and Phonemes • Week 3: Allophones and Complementary Distribution • Week 4: Phonological Rules and Notation • Week 5: Assimilation Processes • Week 6: Dissimilation and Feature Changing Rules • Week 7: First Monthly Exam • Week 8: Insertion and Deletion Processes • Week 9: The Internal Structure of Segments • Week 10: Syllable Theory • Week 11: Syllabification and Sonority, • Week 12: Tone and Intonation • Week 13: Stress in Languages • Week 14: Metrical Phonology • Week 15: Second Monthly Exam <div style="background-color: #92d050; text-align: center; padding: 5px; border: 1px solid black; margin: 10px 0;">Mid-Year Holiday</div> <ul style="list-style-type: none"> • Week 16: Tone and Intonation • Week 17: Morphophonology I: Allomorphy • Week 18: Morphophonology II: Analyzing alternations • Week 19: Morphophonology III: Lexical Phonology • Week 20: Optimality Theory: Basic Concepts • Week 21: Optimality Theory II: Case Studies.. • Week 22: OT analysis: syllable structure and markedness. • Week 23: OT analysis: faithfulness and process interaction. • Week 24: Third Monthly Exam • Week 25: The Phonology-Morphology Interface. • Week 26: The Phonology-Syntax Interface (Prosodic Phonology). • Week 27: Acoustic Phonology & Laboratory Phonology. • Week 28: Variation and Change in Phonology • Week 29: Current Issues and Debates in Phonology • Week 30: Fourth Monthly Exam
Teaching Methods	<ul style="list-style-type: none"> • Lectures • Discussions • Group Activities • Practice Exercises (IPA transcription, phonological analysis) • Student Presentations
Study Hours	<ul style="list-style-type: none"> • Total: 75 hours • Contact Hours: 50 hours • Independent Study Hours: 25 hours
Assessment	<ul style="list-style-type: none"> • Monthly Exams: 20% • Presentations and Assignments: 10% • Class Participation: 10% • Final Exam: 60%
Key Texts	Hayes, B. (2009). <i>Introductory Phonology</i> . Wiley-Blackwell.

Course Description

College	College of Education (for Humanities)
Course Title	Essay Writing
Year Taught	Year 2
Credits	4
Teaching hours	2 hours per week
Pre-Requisites	None
Course Summary	This course provides a comprehensive and practical guide to writing effective essays for academic purposes. Students will master the entire essay-writing process, from initial planning and structuring to polishing grammar and style. Through the analysis of sample essays across various disciplines (literature, history, media studies, politics), students will learn to construct coherent, well-argued, and technically accurate essays suitable for coursework and examinations.
Course Objectives	<p>The course aims to:</p> <ul style="list-style-type: none"> • Understand and apply the three-part essay structure (introduction, body, and conclusion) effectively. • Develop skills in analyzing essay questions and planning relevant, structured responses. • Cultivate the ability to write clear, persuasive, and well-supported arguments. • Enhance technical accuracy in grammar, punctuation, and spelling. • Build confidence in writing under timed examination conditions.
Learning Outcomes	<p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> • Deconstruct an essay prompt to identify key tasks and requirements. • Create a detailed and logical essay plan. • Write compelling opening and closing paragraphs. • Structure body paragraphs around a clear topic sentence with supporting evidence. • Employ linking words and phrases to ensure coherence and flow. • Produce essays that are grammatically sound and free of major errors.
Transferable Skills	<ul style="list-style-type: none"> • Academic writing skills • Critical thinking • Structured Problem-Solving • Teamwork and collaboration • Written Communication

<p style="text-align: center;">Syllabus</p>	<p>Week 1: Introduction: The Importance of Essay-Writing Skills. Week 2: Analysing the Question & Identifying Key Words. Week 3: The Essentials of Planning and Note-Taking. Week 4: Crafting Effective Opening Paragraphs. Week 5: Avoiding 'Waffle' and Staying Relevant. Week 6: Writing Practice Workshop (Assignments). Week 7: First Monthly Exam Week 8: The Anatomy of a Paragraph: Topic Sentences. Week 9: Developing Arguments with Evidence and Examples. Week 10: Ensuring Continuity: Linking Words and Phrases. Week 11: Using Close References and Quotations (Literature Focus). Week 12: Examples of closing paragraphs Week 13: Maintaining a Formal Tone Academic Style. Week 14: Writing Practice Workshop (Assignments). Week 15: Second Monthly Exam</p> <p style="text-align: center;">Mid-Year Holiday</p> <p>Week 16: Writing Discursive/Argumentative Essays. Week 17: Writing about Literature (Prose and Drama). Week 18: Writing about Poetry. Week 19: Writing in History and Social Sciences. Week 20: Grammar and Accuracy I: Sentence Structure & Punctuation. Week 21: Writing Practice Workshop (Assignments). Week 22: Thirdly Monthly Exam Week 23: Critical Thinking and Evaluating Arguments. Week 24: Grammar and Accuracy II: Common Errors & Apostrophes. Week 25: Writing under Pressure: Timed Examinations. Week 26: Research and Referencing: Bibliographies. Week 27: Writing Practice Workshop (Assignments). Week 28: Peer Review and Editing Skills Week 29: Peer Review and Portfolio Assessment. Week 30: Fourth Monthly Exam</p>
<p style="text-align: center;">Teaching Methods</p>	<ul style="list-style-type: none"> • Interactive Workshops and Lectures • Analysis of Sample Essays • In-class Writing and Planning Exercises • Peer Review and Group Discussion • Individual Writing Portfolios
<p style="text-align: center;">Study Hours</p>	<ul style="list-style-type: none"> • Total: 60 hours • Contact Hours: 40 hours • Independent Study Hours: 20 hours
<p style="text-align: center;">Assessment</p>	<ul style="list-style-type: none"> • Monthly Exams: 20% • Assignments and Writing Portfolio: 10% • Class Participation: 10% • Final Exam: 60%
<p style="text-align: center;">Key Texts</p>	<p>Shiach, Don. (2007). <i>How to Write Essays: A step-by-step guide for all levels, with sample essays</i>. How To Books.</p>

Course Description

College	College of Education (for Humanities)
Course Title	One Act Play
Year Taught	Year 1
Credits	4
Teaching hours	2 hours per week
Pre-Requisites	None
Course Summary	This course offers an in-depth study of ten landmark one-act plays from diverse traditions, ranging from 19th-century realism to postmodern drama. Students will develop advanced close-reading skills for dramatic texts and explore the practical elements of performance through analysis, discussion, and staged readings. The course emphasizes the unique power and constraints of the short-form play.
Course Objectives	<p>The course aims to:</p> <ul style="list-style-type: none"> • Analyze the structure, themes, and character development in ten significant one-act plays. • Connect each play to its specific cultural, political, and literary context. • Develop performance analysis skills by exploring staging choices, acting techniques, and directorial concepts. • Foster collaborative skills through group readings and performance workshops.
Learning Outcomes	<p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> • Critically analyze dramatic texts using appropriate literary and theatrical terminology. • Articulate the relationship between a play's form and its thematic content. • Evaluate performance choices and their impact on meaning. • Present a coherent analysis of a one-act play, both orally and in writing.
Transferable Skills	<ul style="list-style-type: none"> • Critical Analysis Skills • Communication Skills • Teamwork and Collaboration • Creative Problem-Solving • Textual Interpretation

<p style="text-align: center;">Syllabus</p>	<p>Week 1: Introduction “What is a one-act play?” and History, purpose, and power of brevity in drama.</p> <p>Weeks 2-3: Play 1: Chekhov – The Proposal (Text Study: Marriage, comedy of manners, dialogue).</p> <p>Weeks 4-5: Play 2: Synge – Riders to the Sea (Text Study: Irish drama, tragedy in miniature, symbolism).</p> <p>Weeks 5-6: Play 3: Glaspell – Trifles (Text Study: Gender roles, domestic space, justice).</p> <p>Week 7: Assignment 1.</p> <p>Week 8: First Monthly Examination</p> <p>Weeks 9-10: Play 4: O’Neill – Before Breakfast (Text Study: Early American realism, monologue form.).</p> <p>Weeks 11-12: Play 5: Beckett – Krapp’s Last Tape (Text Study: Absurdism, memory, repetition).</p> <p>Weeks 13-14: Play 6: Pinter – The Dumb Waiter (Text Study: Comedy of menace, subtext, power play).</p> <p>Week 15: Assignment 2.</p> <p>Week 16: Second Monthly Examination</p> <hr/> <p style="text-align: center;">Mid-Year Holiday</p> <hr/> <p>Weeks 17-19: Play 7: Albee – The Zoo Story (Text Study: Alienation, communication breakdown, urban life).</p> <p>Week 20-21: Play 8: Fugard – Sizwe Bansi Is Dead Text Study: Apartheid, identity, survival.</p> <p>Week 22: Assignment 3.</p> <p>Week 23: Third Monthly Exam</p> <p>Week 24-25: Play 9: Ives – Sure Thing (Text Study: Postmodern playfulness, repetition, choices).</p> <p>Week 26-27: Play 10: Churchill – This Is a Chair (Text Study: Fragmented narrative, postmodern drama).</p> <p>Week 28: Assignment 4.</p> <p>Week 29: Semester Two Overall Review</p> <p>Week 30: Fourth Monthly Exam</p>
<p style="text-align: center;">Teaching Methods</p>	<ul style="list-style-type: none"> • Lectures and guided practice • Pair and group discussions • Listening comprehension activities with note-taking • Role plays, debates, and presentations • Feedback and peer review
<p style="text-align: center;">Study Hours</p>	<ul style="list-style-type: none"> • Total: 60 hours • Contact Hours: 40 hours • Independent Study Hours: 20 hours
<p style="text-align: center;">Assessment</p>	<ul style="list-style-type: none"> • Monthly Exams: 20% • Exercises and Assignments: 10% • Class Participation: 10% • Final Exam: 60%

Key Texts	Primary Texts (Suggested Collections) Chekhov: The Complete Short Plays (trans. Hingley). Synge: Collected Works. Trifles and Other Plays (Glaspell). Nine Short Plays (O'Neill). Beckett: Krapp's Last Tape and Other Shorter Plays. Pinter: Plays One. Albee: The Zoo Story and Other Plays. Selected Plays (Athol Fugard). All in the Timing (David Ives). Caryl Churchill: Shorts.
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Course Description

College	College of Education (for Humanities)
Course Title	Short Stories and Novella
Year Taught	Year 1
Credits	4
Teaching hours	2 hours per week
Pre-Requisites	None
Course Summary	This course provides a comprehensive study of the short story and novella forms, exploring their unique narrative techniques, thematic depth, and historical development. Students will analyze major works by seminal authors from the 19th and 20th centuries, focusing on elements such as symbolism, structure, character economy, and unity of effect. The course culminates in a comparative analysis of the short and medium-length narrative forms.
Course Objectives	<p>The course aims to:</p> <ul style="list-style-type: none"> • Identify and analyze the key formal elements of short stories and novellas. • Trace the evolution of short fiction from allegorical tales to modern psychological realism. • Develop advanced skills in close reading and critical literary analysis. • Compare and contrast the narrative scope and impact of the short story versus the novella.
Learning Outcomes	<p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> • Articulate the distinct characteristics of the short story and novella genres. • Perform a close reading of a literary text, analyzing its structure, style, and thematic concerns. • Contextualize works within their respective literary and historical movements (e.g., Dark Romanticism, Realism, Modernism). • Construct a critical argument comparing the narrative strategies of different short fiction forms.
Transferable Skills	<ul style="list-style-type: none"> • Critical Analysis Skills • Communication Skills • Teamwork and Collaboration • Comparative Analysis • Textual Interpretation

Syllabus	<p>Weeks 1–2 – Introduction</p> <ul style="list-style-type: none"> • Introduction to short story and novella forms. • Key elements: brevity, narrative focus, unity of effect, pacing, character economy. <p>Weeks 3–4 – Hawthorne: <i>Young Goodman Brown</i></p> <ul style="list-style-type: none"> • Themes: morality, allegory, Puritanism. • Focus: symbolism and narrative tone. <p>Weeks 5–6 – Poe: <i>The Fall of the House of Usher</i></p> <ul style="list-style-type: none"> • Themes: Gothic atmosphere, psychological horror. • Focus: mood, imagery, setting as character. <p>Weeks 7–8– Chekhov: <i>The Lady with the Dog</i></p> <ul style="list-style-type: none"> • Themes: realism, human relationships, subtle emotional shifts. • Focus: characterization, narrative restraint. <p>Week 9: First Monthly Examination</p> <p>Weeks 10–11 – Joyce: <i>The Dead</i></p> <ul style="list-style-type: none"> • Themes: paralysis, epiphany, social context. • Focus: interiority, narrative perspective. <p>Weeks 12–13 – Mansfield: <i>The Garden Party</i></p> <ul style="list-style-type: none"> • Themes: class, innocence, social awareness. • Focus: narrative voice, irony, symbolism. <p>Weeks 14–15 – Faulkner: <i>A Rose for Emily</i></p> <ul style="list-style-type: none"> • Themes: Southern Gothic, time, decay, social norms. • Focus: narrative structure, chronology, perspective. <p>Week 16: Second Monthly Examination</p>
	Mid-Year Holiday
	<p>Weeks 17-30 – Steinbeck: <i>Of Mice and Men</i></p> <ul style="list-style-type: none"> • Week 17-19: Characters, setting, and introduction to themes (friendship, dreams, social hardship). • Week 20-23: Plot development, narrative tension, foreshadowing. • Week 24: Thirdly Monthly Examination • Week 25-27: Climax and resolution, ethical/moral questions, social commentary. • Week 28-29: Comparative analysis with short stories; discussion of novella as extended narrative form. • Week 30: Fourth Monthly Examination
	<ul style="list-style-type: none"> • lectures on literary history and theory
	<ul style="list-style-type: none"> • Socratic Seminars and Textual Discussions
	<ul style="list-style-type: none"> • Student-Led Presentations
	<ul style="list-style-type: none"> • Close Reading Workshops
	<ul style="list-style-type: none"> • Feedback and peer review
	<ul style="list-style-type: none"> • Total: 60 hours • Contact Hours: 40 hours • Independent Study Hours: 20 hours

Assessment	<ul style="list-style-type: none"> • Monthly Exams: 20% • Exercises and Assignments: 10% • Class Participation: 10% • Final Exam: 60%
Key Texts	<ul style="list-style-type: none"> • Nathaniel Hawthorne, Mosses from an Old Manse (1846), “Young Goodman Brown” • Edgar Allan Poe, The Fall of the House of Usher (1839) • Anton Chekhov, The Lady with the Dog (1899) • James Joyce, Dubliners (1914), “The Dead” • Katherine Mansfield, The Garden Party and Other Stories (1922), “The Garden Party” • William Faulkner, Collected Stories (1930), “A Rose for Emily” • John Steinbeck, Of Mice and Men (1937)

Course Description

College	College of Education (for Humanities)
Course Title	16th to 18th Century Poetry
Year Taught	Year 2
Credits	4
Teaching hours	2 hours per week
Pre-Requisites	None
Course Summary	This course offers a comprehensive survey of English poetry from the Renaissance to the end of the 18th century. Students will trace the evolution of poetic form and voice, exploring major authors such as Shakespeare, Donne, Milton, Pope, and Johnson. The curriculum emphasizes close reading, historical context, and the analysis of genres including the sonnet, metaphysical lyric, satire, mock-epic, and elegy.
Course Objectives	<p>The course aims to:</p> <ul style="list-style-type: none"> • Explore major poets from Wyatt to Johnson. • Develop close reading and critical analysis skills. • Understand the historical, religious, and social contexts of early modern and Enlightenment poetry. • Trace developments in poetic form: sonnet, ode, satire, lyric, mock-epic, elegy. • Trace major shifts in literary sensibility from the Renaissance to the Enlightenment
Learning Outcomes	<p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> • Identify and analyze key poetic forms (sonnet, elegy, ode, mock-epic) and devices. • Articulate the defining characteristics of major literary movements (Renaissance, Metaphysical, Neoclassicism). • Situate poetic works within their specific historical and intellectual contexts. • Construct sophisticated written and oral arguments about poetic texts.
Transferable Skills	<ul style="list-style-type: none"> • Critical Analysis • Close Reading and Textual Interpretation • Historical Contextualization • Academic Writing • Oral Presentation

Syllabus

Week 1 – Introduction

- Overview: 16th–18th century English history and poetry.
- Poetic forms and traditions (Petrarchan sonnet, lyric, epic, satire).

Sixteenth Century (1500s) – Weeks 2–13

Week 2 – Wyatt and Surrey

- Wyatt: “*Whoso List to Hunt*”
- Surrey: “*Love, That Doth Reign and Live Within My Thought*”
- Focus: Petrarchan influence and courtly love.

Week 3 – Sir Philip Sidney

- *Astrophil and Stella*, Sonnet 1 (“Loving in truth, and fain in verse my love to show”).
- Focus: invention, desire, and the self-conscious poet.

Week 4 – Edmund Spenser (I)

- *Amoretti*, Sonnet 75 (“One day I wrote her name upon the strand”).
- Focus: poetry’s power to immortalize love.

Week 6 – Assignment 1

Week 7 – First Monthly Exam

Week 8 – Edmund Spenser (II)

- *Epithalamion*.
- Focus: marriage, festivity, Christian celebration.

Week 9 – William Shakespeare (I)

- Sonnet 18 (“Shall I compare thee to a summer’s day?”).
- Focus: beauty, time, poetic immortality.

Week 10– William Shakespeare (II)

- Sonnet 130 (“My mistress’ eyes are nothing like the sun”).
- Focus: parody of Petrarchan ideals, realism in love.

Week 11 – Michael Drayton

- Sonnet 61 (“Since there’s no help, come let us kiss and part”).
- Focus: love, parting, finality.

Week 12 – Sir Walter Raleigh

- “The Nymph’s Reply to the Shepherd.”
- Focus: pastoral tradition, skepticism of idealized love.

Week 13 – Assignment 1

Week 14 – Course Review

Week 15 – Second Monthly Exam

Mid-Year Holiday

Seventeenth Century (1600s) – Weeks 16–21

Week 16 – John Donne (I)

- “The Flea.”
- Focus: wit, seduction, metaphysical conceit.

Week 17 – George Herbert

- “*Love (III)*.”
- Focus: devotion, humility, divine grace.

Week 18 – Andrew Marvell

- “*To His Coy Mistress*.”
- Focus: time, mortality, *carpe diem* tradition.

	<p>Week 19 – John Milton (I)</p> <ul style="list-style-type: none"> • “When I Consider How My Light Is Spent.” • Focus: blindness, vocation, service to God. <p>Week 20 – Richard Crashaw</p> <ul style="list-style-type: none"> • “The Flaming Heart.” • Focus: baroque religious imagery and passion. <p>Week 21 – Katherine Philips</p> <ul style="list-style-type: none"> ▪ “A Married State.” ▪ Focus: women’s lives, marriage, and female voice in the 17th century. <p>Week 22 – Third Monthly Exam</p> <p>Eighteenth Century (1700s) – Weeks 23–29</p> <p>Week 23 – John Dryden</p> <ul style="list-style-type: none"> ▪ “Mac Flecknoe.” ▪ Focus: satire, succession, literary rivalry. <p>Week 24 – Alexander Pope (I)</p> <ul style="list-style-type: none"> ▪ Essay on Criticism, lines 68–91 (“First follow Nature, and your judgment frame...”) ▪ Focus: nature, judgment, poetic rules. <p>Week 25– Alexander Pope (II)</p> <ul style="list-style-type: none"> ▪ The Rape of the Lock, Canto I. ▪ Focus: mock-epic, wit, high society. <p>Week 26 – Jonathan Swift</p> <ul style="list-style-type: none"> ▪ “The Lady’s Dressing Room.” ▪ Focus: satire, gender, critique of manners. <p>Week 27 – Samuel Johnson (I)</p> <ul style="list-style-type: none"> ▪ “London.” ▪ Focus: urban life, corruption, imitation of Juvenal. <p>Week 28 – Thomas Gray</p> <ul style="list-style-type: none"> ▪ “Elegy Written in a Country Churchyard.” ▪ Focus: death, memory, equality in mortality. <p>Week 29 – William Collins</p> <ul style="list-style-type: none"> ▪ “Ode to Evening.” ▪ Focus: lyrical experimentation, sensibility, nature. <p>Week 30 – Fourth Monthly Exam</p>
Teaching Methods	<ul style="list-style-type: none"> • Lectures and guided practice • Pair and group reading/writing tasks • Essay and paragraph workshops • Vocabulary and grammar consolidation • Reflective learning journals
Study Hours	<ul style="list-style-type: none"> • Total: 60 hours • Contact Hours: 40 hours • Independent Study Hours: 20 hours
Assessment	<ul style="list-style-type: none"> • Monthly Exams: 20% • Reading Exercises and Assignments: 10% • Class Participation: 10% • Final Exam: 60%

Key Texts	<ul style="list-style-type: none"> • <i>Oxford Anthology of Great English Poetry: Spenser to Crabbe.</i> • <i>Eighteenth-Century Poetry: An Annotated Anthology</i> (Fairer & Gerrard). • Supplemental handouts for women poets.
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Course Description

College	College of Education (for Humanities)
Course Title	An Introduction to TESOL
Year Taught	Year 2
Credits	4
Teaching hours	2 hours per week
Pre-Requisites	None
Course Summary	This course introduces students to the field of Teaching English to Speakers of Other Languages (TESOL). It explores key concepts of language, theories of second language acquisition, major teaching approaches, and practical classroom techniques. The course also covers teaching the four language skills, curriculum and syllabus design, classroom management, and assessment. Emphasis is placed on reflective practice and the development of professional competence in English language teaching.
Course Objectives	<p>The course aims to:</p> <ul style="list-style-type: none"> • Provide an overview of the theoretical and practical foundations of TESOL. • Introduce students to key methods, approaches, and trends in language teaching. • Explore strategies for teaching the four skills: listening, speaking, reading, and writing. • Examine the roles of the teacher and learner in the language classroom. • Develop skills in lesson planning, classroom management, and assessment.
Learning Outcomes	<p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> • Explain central concepts and issues in TESOL. • Identify and evaluate teaching methods and approaches. • Apply strategies for teaching language components and skills. • Design lesson plans and classroom activities suitable for diverse learners. • Analyze the relationship between language, culture, and learning. • Demonstrate reflective awareness of their development as future TESOL professionals.
Transferable Skills	<ul style="list-style-type: none"> • Critical thinking and problem-solving • Communication and intercultural competence • Teamwork and collaboration • Lesson planning and organization • Reflective practice

Syllabus	<ul style="list-style-type: none"> • Week 1: What is TESOL? Scope and Context • Week 2: Language as System and Social Practice • Week 3: Theories of Language Learning (Behaviorist, Cognitive, Sociocultural) • Week 4: Second Language Acquisition Basics • Week 5: Traditional Methods (Grammar-Translation, Direct Method) • Week 6: First Monthly Exam • Week 7: Audiolingualism and Structural Approaches • Week 8: Communicative Language Teaching (CLT) • Week 9: Task-Based Language Teaching (TBL) • Week 10: Content-Based Instruction and ESP/EAP • Week 11: Post-Method Pedagogy and Current Trends • Week 12: Second Monthly Exam
	<div style="text-align: center; background-color: #92d050; padding: 5px;">Mid-Year Holiday</div> <ul style="list-style-type: none"> • Week 13: Teaching Grammar in Context • Week 14: Teaching Vocabulary and Lexical Competence • Week 15: Teaching Pronunciation and Speaking Fluency • Week 16: Teaching Listening for Comprehension and Interpretation • Week 17: Teaching Reading (Extensive and Intensive Approaches) • Week 18: Teaching Writing (Process and Product Approaches) • Week 19: Integrated Skills Instruction • Week 20: Third Monthly Exam • Week 21: Language Functions and Pragmatics • Week 22: English for Academic Purposes (EAP) • Week 23: English for Specific Purposes (ESP) • Week 24: Syllabus Design and Lesson Planning • Week 25: Developing and Adapting Material • Week 26: Technology in TESOL (CALL, online learning tools) • Week 27: Assessment and Testing; Alternative Assessment • Week 28: Teacher Roles, Beliefs, and Professional Identity • Week 29: Learner Autonomy, Motivation, and Intercultural Communication • Week 30: Fourth Monthly Exam
Teaching Methods	<ul style="list-style-type: none"> • Lectures and guided discussions • Group work and collaborative projects • Micro-teaching and peer teaching practice • Critical reading of TESOL literature • Reflective feedback
Study Hours	<ul style="list-style-type: none"> • Total: 60 hours • Contact Hours: 40 hours • Independent Study Hours: 20 hours
Assessment	<ul style="list-style-type: none"> • Monthly Exams: 20% • Assignments: 10% • Class Participation: 10% • Final Exam: 60%
Key Texts	<p>Nunan, D. (2015). Teaching English to Speakers of Other Languages: An Introduction. Routledge.</p>

Course Description

College	College of Education (for Humanities)
Course Title	Teaching Listening and Speaking
Year Taught	Year 1
Credits	5
Teaching hours	3 hours per week
Pre-Requisites	None
Course Summary	This course provides a comprehensive overview of the theories, principles, and practical techniques for teaching listening and speaking skills in second and foreign language contexts. Grounded in the key text by Bailey (2020), students will explore the nature of spoken language, analyze learner difficulties, and design effective lessons and assessments to promote oral-aural communicative competence. The course balances theoretical understanding with practical application through micro-teaching and materials development.
Course Objectives	<p>The course aims to:</p> <ul style="list-style-type: none"> • Identify the features of spoken discourse and the challenges they present for language learners. • Develop skills for planning, delivering, and assessing interactive listening and speaking lessons. • Evaluate and create a range of classroom activities and materials based on principles from the course text.
Learning Outcomes	<p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> • Explain the cognitive and social processes involved in L2 listening and speaking, with reference to key concepts from Bailey (2020). • Critically evaluate teaching materials and methodologies for developing oral-aural skills. • Design a sequenced lesson plan that integrates listening and speaking objectives with appropriate tasks and assessments. • Demonstrate effective teaching techniques through micro-teaching presentations.
Transferable Skills	<ul style="list-style-type: none"> • Communication Skills • Teamwork • Critical thinking and problem-solving • Collaborative Leadership • Microteaching Presentations

Syllabus	<ul style="list-style-type: none"> • Week 1: Introduction: Teaching Listening and Speaking • Week 2: Theoretical Foundations for Listening • Week 3: Theoretical Foundations for Speaking • Week 4: The Features of Spoken Discourse • Week 5: Listening Processes: Bottom-up and Top-down • Week 6: Speaking Processes: Fluency, Accuracy, and Complexity • Week 7: Practice Workshop (Assignments). • Week 8: First Monthly Exam • Week 9: A Model for Teaching Listening • Week 10: Teaching Listening Strategies and Sub-skills • Week 11: Assessing Listening Comprehension • Week 12: Listening Lesson Planning Workshop • Week 13: Micro-teaching: Listening Activities • Week 14: Practice Workshop (Assignments). • Week 15: Second Monthly Exam <hr/> <p style="text-align: center;">Mid-Year Holiday</p> <hr/> <ul style="list-style-type: none"> • Week 16: A Model for Teaching Speaking • Week 17: Teaching Pronunciation and Interactional Competence • Week 18: Managing Speaking Activities and Addressing Anxiety • Week 19: Assessing Speaking Performance • Week 20: Speaking Lesson Planning Workshop • Week 21: Practice Workshop (Assignments). • Week 22: Third Monthly Exam • Week 23: Integrating Listening and Speaking Skills • Week 24: Teaching Different Age Groups and Contexts • Week 25: Addressing Learner Differences and Difficulties • Week 26: Materials Development: Adapting and Creating Tasks • Week 27: Current Trends and Issues in Teaching Oracy • Week 28: Micro-teaching: Integrated Skills Lesson • Week 29: Practice Workshop (Assignments). • Week 30: Fourth Monthly Exam
Teaching Methods	<ul style="list-style-type: none"> • Lectures • Seminar-style Discussions and analysis of key concepts • Group Activities & Lesson Planning Workshops • Peer Teaching (Micro-teaching) Sessions with feedback • Analysis of teaching video case studies
Study Hours	<ul style="list-style-type: none"> • Total: 75 hours • Contact Hours: 50 hours • Independent Study Hours: 25 hours
Assessment	<ul style="list-style-type: none"> • Monthly Exams: 20% • Presentations and Assignments: 10% • Class Participation: 10% • Final Exam: 60%
Key Texts	<p style="text-align: center;">Bailey, K. M. (2020). <i>Teaching Listening and Speaking in Second and Foreign Language Contexts</i>. Bloomsbury Academic.</p>