



UMM AL-QURA UNIVERSITY

Department of English

ENGLISH PROSPECTUS

2024-2025

A Word from the Chairman

The Department of English was established in 1962 as part of the College of Education. In 1984, it joined the newly-established College of Social Sciences. Ever since, the process of improvement and development started by recruiting distinguished faculty and providing TAs and lecturers with sponsored scholarships to study various language-related graduate programs in English-speaking countries. All faculty members in the department hold degrees in Literature, Translation, Applied Linguistics, and Theoretical Linguistics. The Department of English launched a Bachelor of Arts (BA) program in English that integrated the three main areas of English studies: Linguistics, Literature, and Translation. Thousands of students joined the BA program and graduated over the years. Graduates joined the workforce in different government and private sectors.

Currently, and as a new stage of improvement, the department is working hard to achieve NCAAA accreditation and to offer programs aligned with the Kingdom Vision 2030. The department faculty demonstrate a commitment to quality at all levels particularly at the levels of the mission, goals, and objectives of the department. The BA and MA programs are currently being developed to be ones that are closely related to Culture, Arts, Media, Tourism, and other fields.

Dr. Sameer Aljabri

Welcome

Welcome to the Department of English at Umm Al-Qura University where a long history of expertise in teaching meets a renewed interest in different fields of study. Our department combines the study of English literature with applied and theoretical linguistics and translation studies. Joining our department gives students the chance to specialize in English language studies and related literature, which will prepare and qualify them to work in the field of teaching English, as well as a number of governmental jobs and those of the private sector; this is in addition to being their gateway to higher education and the world of academic research.

Establishment and Development

The first building block in laying down the groundwork for the Department of English came in 1962, upon the establishment of the Department of Social Studies and English Language at the College of Education. In the year 1984, after the bylaw of the College of Education was issued, the Department of English was separated from the Department of Social Studies, becoming an independent department with its own objectives and programs. The Department of English was then affiliated to the College of Social Sciences, which was introduced at the beginning of the academic year 1404/1405 A.H. Accordingly, the objectives of the department have developed based on its new specializations.

Now, the Department of English operates under the College of Social Sciences which is within the Colleges of Humanities and Educational Sciences division. The department has been classed as such considering

it comprises of Linguistics, Literature and Translation as its subdisciplines, which are often classed as Humanities' subjects.

Our Vision

To be pioneers in teaching English, distinguished in linguistics, literature, and translation research.

Our Mission

To provide a positive learning environment that would encourage students to acquire the knowledge and skills associated with the English language in line with labor market and community service requirements; provide academic programs to prepare graduates with high efficiency and excellent qualification; and create a supportive work environment for faculty members to contribute to enriching high-level research knowledge and community service.

Our Objectives

1. To prepare highly qualified specialists in English Linguistics, Literature and Translation.
2. To develop students' skills in English Linguistics, Literature and Translation.
3. To develop attractive and sustainable undergraduate and graduate programs in line with the vision of the University and the Ministry of Education.
4. To enhance research by faculty members in the department and improve the quality of research.
5. To encourage faculty members to participate in community and volunteering activities.

Academic Disciplines

Research in the Department of English covers three main areas: linguistics, literature and translation. Our research fosters creativity and innovation, and an increasing interest in interdisciplinarity. Our members are published in Saudi and International journals that are indexed in ISI and Scopus, and have been actively engaging in conferences and workshops in local and international academic institutions.

Linguistic Studies

The Department of English covers a wide range of topics relating to Linguistics including syntax and morphology; phonetics and phonology; semantics; psycholinguistics; discourse analysis and multimodality; second language acquisition; cognitive linguistics; and teaching writing in English.

Literary Studies

Our department covers a wide range of topics relating to English literature, including the following: American literature; British literature; modern literature; medical humanities; postcolonial studies; women's poetry in the Victorian period; twentieth century novel; modern and contemporary poetry; literature of the long nineteenth century; renaissance and eighteenth-century literature; Muslim women literature; contemporary postcolonial and human rights narratives; and constructions of Islam and the middle east in English discourse.

Translation Studies

The department covers a range of topics relating to the field of translation including audio-visual translation, translation and

interpretation, legal translation, translation of literary texts, and translation of Islamic texts.

BA in English (44 Study Plan)

Course Code: 023101

Qualification Level: BA - Level 6

Length: 4 years

Credits: 199

Tracks: 2 (English Language and Literature; and Linguistics Studies)

The Department of English aims at producing graduate students who can compete in the labour market through high quality language instruction in addition to research, translation, literary and linguistic studies.

The department introduced a new plan that gives students the option of specializing in one of two tracks: English Language and Literature, or Linguistics Studies. This plan was developed in accordance with the Kingdom's promising Vision 2030 and with the aim of fulfilling the objectives of newly established Ministry of Culture. In the literary track, a newer interdisciplinarity with the field of Media can help students fulfil the Ministry of Culture's goals of reviving both the visual and written arts, whereas the linguistics track aims to accomplish the Ministry's goals of preserving and studying the variety of dialects in the kingdom through a focus on language, heritage and culture. Translation courses are integral to both tracks, not only because of the skill's importance in the job market, but also because it is indispensable to both fields and to the accomplishment of the Ministry of Culture's goals.

Program Goals

- 1- developing students' oral and written communicative skills in the English language.
- 2- preparing a generation of learners well-versed in the basics of translation, its applications and fields.
- 3- providing learners with the knowledge and skills needed to study English literature and other forms of cultural productions such as film and theater, and to link these forms to local and international artistic productions.
- 4- providing learners with the knowledge and skills required in the field of theoretical and applied linguistic studies and to employ those skills in studying and analyzing various dialects.
- 5- developing research skills in the fields of linguistic studies, translation and literature.
- 6- encouraging community service and voluntary contributions that involve the English language, literature, linguistics and translation.

Years 1 to 2 of the BA in English program aim to establish students' language skills with an emphasis on critical thinking and academic writing, as well as introducing them to the foundations of linguistics, literature and translation. In **years 3 to 4**, students have the option of specializing in linguistics or literature along with a selection of elective courses in their chosen track.

What You'll Learn

- demonstrate a comprehensive knowledge that underlies the essential skills of the English language: writing, listening, speaking and reading.
- assess the basic principles, theories and practices governing the fields of linguistics, literature and translation.

- effectively use the English language in a variety of contexts.
- apply the basic theories and principles of translation and linguistics to a variety of texts and contexts.
- commit to standards of integrity and ethical behavior in various academic, professional and research fields.
- show tendency of continuous self-learning and independence in work and education

By the end of the Linguistics track, you will:

- distinguish the major terminology, concepts, topics and approaches of various branches of linguistics.
- analyze the relationship between theoretical concepts in linguistics and actual linguistic phenomena.
- analyze linguistic data by employing linguistic theoretical knowledge.
- apply theoretical concepts to languages, mainly English and Arabic.

By the end of the Literature Track, you will:

- demonstrate a broad and integrated knowledge of literary history, theory, and the practice of critical analysis.
- correlate the interrelationships between literature and different forms of visual culture such as film, theater and cinema.
- analyze various forms of literary texts and visual culture such as film, theater and cinema.
- build creative responses to literary texts and different forms of visual culture.

Admission Requirements for the BA Program (Unpaid):

1. Be a Saudi or the child of a Saudi mother. (Non-Saudis can apply through scholarship programs.)
2. Have a high school degree or any equivalent national or international degree.
3. Hold a high school certificate (or equivalent) that is no older than 5 years. For the Joint First Year (Medical Stream), the secondary school certificate must be no older than 2 years.
4. Should not be over 25 years.
5. Pass required admission tests conducted by the National Center for Assessment General Aptitude Test (GAT), Summative Assessment, and Standardized Test of English Proficiency (STEP) with a score not less than (60).
6. Have not been dismissed from UQU or any other university for academic or disciplinary reasons.
7. Submit the application through the Unified Admission Portal within the period specified for that.

Admission Requirements for those over the age 25 or hold a high school certificate that is older than 5 years:

1. Be a Saudi or the child of a Saudi mother. (Non-Saudis can apply through scholarship programs.)
2. Have a high school degree or any equivalent national or international degree.
3. Should not be over 35 years.
4. Pass required admission tests conducted by the National Center for Assessment General Aptitude Test (GAT), Summative Assessment, and Standardized Test of English Proficiency (STEP) with a score not less than (60), and that those test results are still valid.
5. Students are admitted to the paid qualifying year programs according to the comparison between the applicants according to the capacity.

How You'll Learn

At the heart of our BA English program lies a commitment to engaged and dynamic instruction that transcends the traditional lecture-based model. While our faculty utilize this time-honored pedagogical approach, they are encouraged to keep students actively participating through facilitated class discussions, thoughtful feedback, and opportunities for collaborative dialogue.

To further enrich the learning experience, our professors employ the various features of Blackboard, our virtual learning platform. Here, students will find forums for online discussions, supervised by faculty, as well as an opportunity to engage in creative assignments. In-class exercises that hone students' writing abilities are also a cornerstone, allowing for real-time guidance, feedback, and engagement.

Beyond the classroom, supplementary workshops and seminars will be offered to address students' specific learning needs and interests. This responsiveness to students' needs is a hallmark of our approach, as we empower learners to take an active role in shaping their educational journey.

How You're Assessed

As a student in our BA English program, your learning will be assessed through a variety of methods, including exams, class discussions, online activities, and creative assignments such as data analysis projects, essays, stories, and presentations. You will also engage in both individual and group work, ranging from research presentations and role-playing exercises to analytical reports and writing demonstrations. This multifaceted approach to evaluation ensures a well-rounded assessment of your progress, while simultaneously nurturing the key transferable skills sought after by employers, such as critical thinking, effective communication, and collaborative problem-solving.

Careers and Employability

Our BA in English is well-designed to equip you with a array of valuable skills and attributes that align with the evolving needs of the Saudi job market. Graduates of our program have gone on to pursue a wide variety of rewarding careers across the public and private sectors, including roles in education, journalism, management, marketing, and media. Many of our graduates have also progressed to postgraduate study, while others have gone on to pursue academic careers.

The program's two specialized tracks will give you the option of gaining comprehensive knowledge and an integrated understanding of your chosen field of specialization and will provide you with the opportunity to apply the knowledge gained. Moreover, the curriculum is essentially designed to foster creativity, help develop digital literacy, and enhance your research and problem-solving skills. The language skill courses will help develop your communication skills, both written and spoken, while the Anglo-cultural and literary content will improve your knowledge of global literatures and cultures.

The advanced coursework is tailored to develop independent research and critical thinking skills, as well as to reinforce academic and professional integrity – attributes that are essential for self-directed, lifelong learning. Individualized and collaborative course tasks and research projects were designed with the purpose of fostering independence and team-working skills.

Finally, in keeping with Umm Al-Qura University's degree requirement of community service (including Hajj and Umrah), our BA in English program is uniquely designed to provide students with the necessary linguistic and cultural competencies. Through targeted language training, you will develop the proficiency to effectively navigate any language barriers you may encounter. Just as importantly, the curriculum will equip you with the cultural awareness, sensitivity, and adaptability to excel during the Hajj and Umrah seasons. By seamlessly integrating these hands-on, experiential learning opportunities, the program will empower you to transition fluidly from the theoretical mastery of the classroom to the practical application of your skills in real-world settings. This emphasis on

praxis cements the holistic, transformative nature of an Umm Al-Qura education, producing graduates who are not only academically accomplished, but also culturally competent global citizens.

The new BA program was developed in accordance with the Kingdom's promising Vision 2030 and with the aim of fulfilling the objectives of the newly established Ministry of Culture. Graduates of the new program can pursue a wide range of career opportunities, including:

- Roles supporting the Hajj and Umrah industry: such as assisting the Ministry of Hajj and the Ministry of Islamic Affairs in serving pilgrims; working in tawaf institutions and international Umrah companies; organizing religious conferences and events; offering religious guidance; and contributing to crowd management.
- Roles in the growing Saudi tourism sector, providing translation and cultural mediation services.
- Media and journalism positions, including broadcasting and translating content.
- Careers in literature, theater, and filmmaking, leveraging their literary and translation expertise.
- Jobs in the diplomatic field, requiring advanced English proficiency and an in-depth cultural understanding of the countries that speak the language.
- Positions at international companies and businesses, where strong communication and critical thinking skills are required.
- Work at publishing and translation houses, including linguistic proofreading and editing.
- Government and private sector jobs requiring English fluency and cross-cultural competence.
- Careers as speech and language therapists in clinics and schools.
- Roles in marketing and advertising, utilizing skills in discourse analysis and writing.
- Teaching foreign languages in public-school education and higher education institutions.

BA in English

Level 1 (17 credits)

Holy Quran 1 (QR1101) - 2 credits
 Reading Comprehension I (ENG1101) - 4 credits
 Listening and Speaking I (ENG1102) - 3 credits
 Language Structures I (ENG1103) - 4 credits
 Academic Writing I (ENG1104) - 4 credits

Level 2 (17 credits)

Islamic Culture 1 (ICC1201) - 2 credits
 Reading Comprehension II (ENG1105) - 4 credits
 Listening and Speaking II (ENG1106) - 3 credits
 Language Structures II (ENG1107) - 4 credits
 Academic Writing II – (ENG1108) - 4 credits

Level 3 (17 credits)

Technology (DS1101) - 2 credits
 Reading Comprehension III (ENG1109) - 4 credits
 Listening and Speaking III (ENG11010) - 3 credits
 Language Structures III (ENG11011) - 4 credits
 Academic Writing III – (ENG11012) - 4 credits

Level 4 (18 credits)

Writing and Editing in Arabic (ARS1601) - 2 credits
 University Elective 1 - 2 credits
 University Elective 2 - 2 credits
 Foundations of Linguistics I (ENG2201) - 4 credits
 Foundations of Literary Studies (ENG2301) - 4 credits
 Advanced Academic Writing Skills (ENG2113) - 4 credits

Level 5 (18 credits)

Holy Quran 2 (QR2102) - 2 credits
 Foundations of Linguistics II (ENG2202) - 4 credits
 Literary Criticism in Practice (ENG2302) - 4 credits
 Foundations of Translation (ENG2401) - 4 credits
 Language Structures IV (ENG2114) - 4 credits

Level 6 (18 credits)

Holy Quran 3 (QR3103) - 2 credits
 Islamic Culture 2 (ICC2202) - 2 credits
 Social Problems (SW2214) - 3 credits
 Introduction to Visual Culture: Art, Film, and Theatre (ENG2303) - 4 credits
 Language and Media (ENG2203) - 4 credits
 Translation of General Texts (ENG2402) - 3 credits

Linguistics Track

Level 7 (17 credits)

Islamic Culture 3 (ICC3203) - 2 credits
 Translation of Legal and Islamic Texts (ENG3403) - 3 credits
 Morphology (ENG3206) – 4 credits
 Phonetics (ENG3205) - 4 credits
 Research in Linguistics (ENG3204) - 4 credits

Level 8 (18 credits)

Political Geography (GEO2204) 3 credits
 Psycholinguistics (ENG3209) 4 credits
 Translation of Scientific Texts (ENG3404) 3 credits
 Phonology (ENG3207) 4 credits
 Syntax (ENG3208) 4 credits

Level 9 (8 credits)

Cooperative Training (ENG3501) 8 credits

Level 10 (18 credits)

Communication Skills (MD1002) 3 credits
 Sociolinguistics (ENG4212) 4 credits
 Semantics (ENG4211) 4 credits
 First Language Acquisition (ENG4210) 4 credits
 Linguistic Elective 1 – 3 credits

Level 11 (17 credits)

Islamic Culture 4 (ICC4204) 2 credits
 Second Language Acquisition (ENG4213) 4 credits
 Translation of Literary Texts (ENG4405) 3 credits
 Arabic Linguistics (ENG4215) 4 credits
 Pragmatics (ENG4214) 4 credits

Level 12 (16 credits)

Holy Quran 4 (QR4104) 2 credits
 University Elective 3 – 2 credits
 University Elective 4 – 2 credits
 Discourse Analysis (ENG3209) – 4 credits
 Translation of Media and Political Texts (ENG3404) 3 credits
 Language Disorder (ENG3207) 3 credits

Elective Courses in the Linguistic Studies Track

Bilingualism (ENG4218) – 3 credits
 Conceptual Metaphor Theory (ENG4219) – 3 credits

Historical Linguistics (ENG4220) – 3 credits

Cross-Linguistic Syntax (ENG4221) – 3 credits

English Language and Literature Track

Level 7 (18 credits)

Islamic Culture 3 (ICC3203) 2 credits
 Research in Literature (ENG3304) 4 credits
 Translation of Legal and Islamic Texts (ENG3403) 3 credits
 British Literature before 1789 (ENG3305) 3 credits
 Novel Elective 1 – 3 credits
 Art of Cinema (MD4315) 3 credits

Level 9 (8 credits)

Cooperative Training (ENG3501) 8 credits

Level 11 (17 credits)

Islamic Culture 4 (ICC4204) 2 credits
 Drama Elective 2 – 3 credits
 Poetry Elective 2 – 3 credits
 General Literary Elective 1 – 3 credits
 Translation of Literary Texts (ENG4405) 3 credits
 Topics in Theatre and Performance (ENG4310) 3 credits

Level 8 (18 credits)

Political Geography (GEO2204) 3 credits
 American Literature before 1900 (ENG3307) 3 credits
 British Literature after 1789 (ENG3306) 3 credits
 Translation of Scientific Texts (ENG3404) 3 credits
 Drama Elective 1 – 3 credits
 Screenwriting (MD3305) 3 credits

Level 10 (18 credits)

Communication Skills (MD1002) 3 credits
 Poetry Elective 1 – 3 credits
 Novel Elective 2 – 3 credits
 Film and Text (ENG4309) 3 credits
 American Literature after 1900 (ENG4308) 3 credits
 Content Creation (MD2018) 3 credits

Level 12 (15 credits)

Holy Quran 4 (QR4104) 2 credits
 University Elective 3 – 3 credits
 University Elective 4 – 3 credits
 General Literary Elective 2 – 3 credits
 General Literary Elective 3 – 3 credits
 Translation of Media and Political Texts (ENG4406) 3 credits

Elective Courses in the English Language and Literature Track

The Victorian Novel (ENG3312)
 Gothic Fiction (ENG3316)
 The Rise of the Novel (ENG3316)
 Early Modern Drama (ENG3318)
 American Drama (ENG3321)
 Science Fiction (ENG3317)
 American Novel (ENG3317)
 Postwar Fiction (ENG3314)
 Modernism and the Novel (ENG3313)
 Nineteenth Century American Poetry (ENG4323)

Medieval and Renaissance Poetry (ENG4322)
 Romantic and Victorian Poetry (ENG4324)
 Romantic and Victorian Poetry (ENG4324)
 Postcolonial Literature (ENG4327)
 Women Studies (ENG4332)
 Children's Literature (ENG4333)
 Classical Mythology (ENG4339)
 Modern European Drama (ENG3319)
 Modern British Drama (ENG3320)
 Twentieth and Twenty-first Century Poetry (ENG4325)

Poets Laureate (ENG4326)
 Shakespeare: Text and Context (ENG4328)
 Saudi Literature and Identity (ENG4329)
 World Literature (ENG4330)
 Creative Writing (ENG4331)
 Literature and interdisciplinary Studies (ENG4334)
 Topics in Film Studies (ENG4335)
 Cultural Studies in Literature (ENG4337)
 Minority Literature (ENG4340)
 Nonfictional Prose (ENG4336)

Course Descriptions (44 Study Plan)

Reading Comprehension I (ENG1101)

This pre-intermediate course focuses on the acquisition and practice of essential reading comprehension strategies. Class discussions will make use of high-interest materials and a range of critical-thinking exercises to develop students' skills in areas that include (but are not limited to): identifying the common structures of reading passages, skimming and scanning for information, using vocabulary-building techniques, and making inferences based on textual evidence. The course also adopts an integrated-skill approach to improve reading fluency. Students respond to reading passages by engaging in level-appropriate writing tasks that require the application of correct grammatical and mechanical rules at the sentence and paragraph level.

Listening and Speaking I (ENG1102)

Students will focus on developing their listening and speaking skills effectively in a variety of contexts. They will learn such listening strategies as listening for main ideas and details, predicting content, dealing with distractions, and using context clues to understand what they hear. They will also improve their pronunciation. Students will participate in a variety of activities designed to improve their confidence in speaking along with developing their critical thinking skills.

Language Structures I (ENG1103)

English Structure I is a course in which students are introduced to a set of English grammatical structures through contextualized written and spoken English passages. The target grammar structure is reinforced first through contextualized grammar activities. Later, students apply the target grammar to editing and writing activities to consolidate the grammar structure learned in each lesson. This elementary course covers the basic simple

and continuous tenses of present, past and future. Essential grammatical elements related to pronouns forms, types of nouns and quantity expressions, modifiers and adverbials are also covered. The main focus of this course is to employ an integrated approach to present English grammatical structure through meaningful language in which all language skills are practiced.

Academic Writing I (ENG1104)

This course introduces students to the basics of academic writing starting with the paragraph. It targets the construction of sentences and the mechanics of writing. It also addresses the common mistakes students make when writing their sentences and paragraphs. Moreover, there are segments of the course that are designed to develop the students' revising and editing skills.

Reading Comprehension II (ENG1105)

A continuation of Reading Comprehension 1 and 2, this is an upper-intermediate course that aims to provide students with the necessary strategies to become efficient readers of college-level academic texts. Class discussions will make use of high-interest materials and a range of critical-thinking exercises to further advance students' skills in areas that include (but are not limited to): employing time-effective reading techniques, analyzing reading passages for their structure, using contextual clues to make inferences, as well as summarizing and synthesizing information across texts. The course also adopts an integrated-skill approach to improve reading fluency. Students respond to reading passages by engaging in level-appropriate writing tasks that require the application of correct grammatical and mechanical rules at the paragraph and essay level.

Listening and Speaking II (ENG1106)

This intermediate course focuses on the acquisition and practice of essential listening and speaking strategies. Students will focus on developing their listening and

speaking skills in a variety of contexts. They will learn such listening strategies as listening for main ideas and details, predicting content, dealing with distractions, and using context clues to understand what they hear. The course also adopts an integrated-skill approach to improve speaking fluency. Students respond to lectures by engaging in level-appropriate speaking tasks that require the application of proper expressions and vocabulary items. They will also improve their pronunciation. Students will participate in a variety of activities designed to improve their confidence in speaking.

Language Structures II (ENG1107)

This course is a continuation of English Structure I in which students are introduced to a set of English grammatical structures through contextualized written and spoken English passages. The target grammar structure is reinforced first through contextualized grammar activities. Later, students apply the target grammar to editing and writing activities to consolidate the grammar structure learned in each lesson. This semi-advanced course covers more advanced English tenses including the present perfect tenses as well as the passive voice tenses. A range of other grammatical topics that suit students' developing language such as the gerund versus infinitive forms, comparative and superlative forms, articles and indefinite pronouns are also covered. The main focus of this course is to employ an integrated approach to present English grammatical structure through meaningful language in which all language skills are practiced.

Academic Writing II (ENG1108)

This is a continuation of the course Academic Writing I. Students are trained to write more effective paragraphs by practicing prewriting and revising strategies, organizing ideas logically, using coherent structure, developing vocabulary, and using correct forms and mechanics. They are taught descriptive, definition, narrative, process,

opinion and argumentative paragraph writing, relating to real-life situations and needs.

Reading Comprehension III (ENG1109)

A continuation of Reading Comprehension 1 and 2, this is an upper-intermediate course that aims to provide students with the necessary strategies to become efficient readers of college-level academic texts. Class discussions will make use of high-interest materials and a range of critical-thinking exercises to further advance students' skills in areas that include (but are not limited to): employing time-effective reading techniques, analyzing reading passages for their structure, using contextual clues to make inferences, as well as summarizing and synthesizing information across texts. The course also adopts an integrated-skill approach to improve reading fluency. Students respond to reading passages by engaging in level-appropriate writing tasks that require the application of correct grammatical and mechanical rules at the paragraph and essay level.

Listening and Speaking III (ENG1110)

This upper-intermediate course focuses on the acquisition and practice of essential listening and speaking strategies. Students will focus on developing their listening and speaking skills in a variety of contexts. They will learn such listening strategies as listening for main ideas and details, predicting content, dealing with distractions, and using context clues to understand what they hear. The course also adopts an integrated-skill approach to improve speaking fluency. Students respond to lectures by engaging in level-appropriate speaking tasks that require the application of proper expressions and vocabulary items. They will also improve their pronunciation. Students will participate in a variety of activities designed to improve their confidence in speaking.

Language Structures III (ENG1111)

This course is a continuation of English Structure II in which students are introduced to a set of English grammatical structures through contextualized written and spoken English passages. The target grammar structure is reinforced first through contextualized grammar activities. Later, students apply the target grammar to editing and writing activities to consolidate the grammar structure learned in each lesson. This advanced course starts with a complete review of all English tenses in the active and passive voice. After completely discussing tenses in the indicative mood in English, students are introduced to the subjunctive mood in the context of conditional sentences and wishes, which includes presenting modals in the past. This level also covers all types of embedded clauses including adjective clauses, adverbial clauses and noun clauses. The main focus of this course is to employ an integrated approach to present English grammatical structure through meaningful language in which all language skills are practiced.

Academic Writing III (ENG1112)

This course should introduce students to the structure of the traditional essay. Students are expected to write academic essays with an introduction, a number of body paragraphs and a conclusion. Students are encouraged to read model essays to develop a better understanding of the structure of the academic essay. The focus of this course is the basics of essay writing. Simple essay types will be explored as well.

Foundations of Linguistics I (ENG2201)

This course is the first course in the program plan that introduces the students to the field of linguistics as a 'scientific' study of language. As an introductory course, the students are introduced to the five basic components of the study of language: phonetics, phonology,

morphology, syntax, and semantics. The course introduces the students to the basic linguistic concepts in the study of language in terms of its sound system, word structure, sentence structure, and meaning. By the end of the course, the students should be prepared to proceed to Introduction to Linguistics II and the linguistic core courses (phonetics, phonology, syntax, morphology, and semantics).

Foundation of Literary Studies (ENG2301)

This course is designed to provide students with the foundational concepts and skills needed to read and critically respond to literature. It begins by engaging students with important questions about the definition and practice of literary studies, such as: What is literature and what is the field of literary studies? Why do we study literature and what is the task of a literary scholar? What do we mean by "genre" and "canon" and how fixed are their boundaries? The rest of the course is organized into three parts which will continue to pursue these questions in relation to the three major formal genres: fiction, poetry, and drama. The focus in each part will be on highlighting the formal and structural elements that define that genre and how they contribute to the meaning and purpose of a literary work. This will be done through a close reading of a range of texts that will also help introduce students to the literary devices and techniques used by writers across genres, including figures of speech, imagery, diction, tone, and structure. Although the course chiefly focuses on honing students' skills in the formal analysis of literature, they will be occasionally encouraged to consider how the biographical and historical context may aid in the interpretation of an author's work. The course also aims to initiate students in the process of writing a literature essay by introducing them to the more basic steps of this process. Students will first practice annotating at least one primary text with their personal reflections and comments, a task that will be guided by a set of genre-specific critical questions as well as by the 'Sample Writing' feature of the

assigned textbook. Using several student writing samples as models for their work, students are expected to expand their annotations and finally develop them into a short Response Paper – one that uses a less formal organization and style than the formal essay and is not necessarily thesis driven. These two tasks will be a gateway towards learning how to write a thesis-driven Literature Essay which will be covered in Literary Criticism in Practice (ENG 2302).

Advanced Academic Writing Skills (ENG2113)

This course should reinforce the students' understanding of the basics of essay writing explored in the previous level. Students are expected to write academic essays with an introduction, a number of body paragraphs and a conclusion. Students are encouraged to read model essays to develop a better understanding of the fundamentals of academic essay writing, the basics of research and citation, and the techniques employed in developing and writing different essay types.

Foundations of Linguistics II (ENG2202)

This course is a continuation of Introduction to Linguistics 1 in which students were introduced to the core areas of linguistics (phonetics, phonology, morphology, syntax, and semantics). In this second part, students are introduced to the study of the sub-fields of linguistics where the study of language interacts with other disciplines (psychology, sociology, history, education, and brain studies). The sub-fields covered include historical linguistics, first and second language acquisition, sociolinguistics, psycholinguistics and neurolinguistics. In each of these sub-fields of linguistics, students will explore recent research findings and major applications in actual languages, with a greater focus on English and Arabic. By the end of this course, students should be prepared to proceed to advanced level courses on any of the sub-fields covered.

Literary Criticism in Practice (ENG2302)

This course builds upon Foundations of Literary Studies and is designed to further develop the basic conceptual and technical skills students need to critically respond to literature. It differs from the previous course in its twofold purpose of: (1) providing students with guided practice and explicit instruction on the essentials of writing evidence-based critical analyses of literature; (2) encouraging students to move from close readings of individual works in a variety of genres and forms to analyses that address the broader contextual issues surrounding a literary text. For the latter, the course will utilize the “Exploring Contexts” feature of the assigned textbook, which comes equipped with the necessary contextual material as well as a set of authentic student writing samples. The samples will form part of the class discussion, and students are later expected to use them as models for their own work. Recognizing that writing is partly constitutive of the act of criticism, this is a writing-intensive course, meaning that at least 40% of the final grade will be on writing. Throughout the semester, students will work on building a writing portfolio that includes short exercises in the most common types of writing tasks they will encounter in literature courses. Students will also be introduced to a few critical approaches to literature only insofar as they offer practical strategies for reading and analysis, with a minimal emphasis on their theoretical aspects or historical development.

Foundations of Translation (ENG2401)

The course is an introduction to translation as an independent field of study and discipline per se. It demonstrates to students as much theoretically as practically. It sets the scene for the rest of translations course to follow in the Program. It starts with the various definitions of translation and its basic terminology like Source Language (SL), Target Language (TL); SL

readership, TL readership, Source Text (ST), Target text (TT), Computer-aided Translation (CAT), Machine Translation (MT), Unit of Translation (UT), etc. Then, it gives the students a brief idea about the different types of translation: written, oral (or interpreting), technological, etc. and the sub-types of each. Then it introduces students to essential terms and concepts in the discipline of translation including translation problems, translation skills, methods of translation (the two main methods, literal and free, for the time being) and translation procedures in particular. An exemplified general account of these terms is provided at this stage to be extended further in the next stage of this and other translation courses in the Program. Hence, the course will be both theoretical (as simply as possible) and practical (as extensively as possible) for application will be the confirmed evidence for any theoretical principle, for no evidence, no theory.

Language Structures IV (ENG2114)

This course introduces students to the study of grammar from a descriptive point of view, rather than a prescriptive point of view. The student learns to analyze syntactic structure in depth and to represent it in a variety of ways, including tree structure diagrams. Structure 4 takes the student from the rote learning of grammatical rules to the ability to analyze sentence structure with a deeper understanding of the sentence. The student will understand how humans unconsciously structure sentences. While the language under study is English, the implications for all languages are also pointed out. As students become more proficient in their analytical abilities, more details of syntactic structure are added to their repertoire of analytical methodology.

Introduction to Visual Culture: Art, Film, and Theatre (ENG2303)

‘As is painting, so is poetry’, stated the Roman poet Horace in *Ars Poetica*, a statement commonly thought to have inspired the long and ongoing debate about the

relationships (or interrelationships) between the arts. This course introduces visual culture in the context of this debate and seeks to explore some of its key questions: Is there such a thing as a pure artform? Are there any natural affinities between certain artforms as opposed to others? To what extent do they draw on similar/different resources for meaning making? How have significant cultural and philosophical movements influenced the arts across genres? These questions will be approached from the perspective of what has been variously called word-and-image studies, interart studies and – more recently – intermedial studies, with the particular purpose of highlighting the interrelations between literature and the visual arts. The course will follow a genre-based approach providing students with sufficient opportunity to explore a variety of artistic visual media, including painting, theatre, film, and photography. Form, content and context in each of the arts will supply the framework for class discussions. In this sense, Introduction to Visual Culture continues the aims of two of the program's courses, Foundations of Literary Studies and Literary Criticism in Practice, in that (1) students practice the knowledge and skills acquired in the previous courses by applying them to the study of visual artforms (2) while also gaining a deeper understanding of literature through its interrelations with the other arts. The course also serves as preparation for a number of required and optional courses in the Literature and Cultural Studies Track, including Film and Text, Topics in Theatre and Performance, Cultural Studies, Graphic Literature, Children's Literature, and Topics in Film Studies.

Language and Media (ENG2203)

This course is offered to students after finishing the two introductory courses in linguistics. Because of this, students who study this course are only expected to have a simple background in linguistics. This course provides students with a general preview in the study of language use in the media. The course starts with major topics in the

field: the types of media discourse, the modes employed in media and the functioning of language in the media. The course also briefly discusses the approaches of studying the use of language in media. The course mainly emphasizes analyzing how language is used in media by considering various genres of media such as storytelling, interviews, news stories, political speeches, stand-up comedy and various types of multimodal discourse.

Translation of General Texts (ENG2402)

This course involves a translation practice of a variety of types and subtypes of general texts, including correspondence of different types, website contents, leaflets, public notices and manuals of several types, advertisements/commercials, recipes and meals of different kinds, newspaper articles of general nature, artistic texts like TV series, humor, conversations, and specialized texts translated for general purposes. All procedures, methods, and solutions to resolve translation problems are put forward in as simple terms as possible and in a wide range of applications. Special concern is assigned to the aims of translating general texts, especially in the market, for general texts are usually TL reader-oriented in the sense that translators observe the clients' needs and requirements. This approach is derived from the "skopos Theory" (or purpose theory) of translation, which can be appropriate to apply to the translation of general texts.

Translation of Legal and Islamic Texts (ENG3403)

This course is bi-planar, involving translating two major types of texts that have several things in common, legal and Islamic texts. As to translating legal texts, the first part of the course, students are introduced to the language of law and features of legal texts in as simple terms as possible. Legal translation is also introduced through the translation and discussion of a variety of principal legal documents such as birth certificates, contracts, treaties, and UN and Security Councils resolutions. In addition,

students will be introduced to the specific characteristics of legal documents and the method and procedures of translating them. Regarding the translation of Islamic texts, the second part of this course, it covers points like the importance of translating Islamic texts into English, especially for Non-Muslim readers; the difficulties of translating from Arabic into English in general, and Islamic texts in particular; the methods and procedures of translating Islamic texts; the characteristic features of religious language; types of Islamic texts (including the Holy Qur'an, the Prophet's Tradition, books of jurisprudence; reference books of Exegesis of the Holy Qur'an, and supplications / prayers), and so on, if and when time allows. It is a translation practice from Arabic into English only, intended to train the students in translating various types of Islamic texts. Special attention is paid to the peculiarities of the Islamic register, concepts and terminology. In short, the contents of this course include the problems of translating Islamic terms and their solutions: translatability of Islamic terms; different types of grammatical, lexical, pragmatic and stylistic equivalence of Islamic texts, understandability of Islamic translation and terminology by readers and procedures of translating Islamic terms and texts in general. Throughout, the whole course is expected to be handled with care and as simply as possible with a minimum of complications to be followed and understood well by students at this stage.

Morphology (ENG3206)

This course offers an introduction to theoretical principles of word structure, with emphasis on description, analysis, and argumentation. Topics to be covered include inflection, derivation, and compounding. It is directed towards undergraduate students with little or no background of morphology but with some knowledge of linguistics in general.

Phonetics (ENG3205)

This course covers the linguistic study of speech sounds from the perspective of speech articulation and acoustics. It will first familiarize students with the anatomy of the vocal tract and the terminology for describing and classifying speech sounds. Students will gain an understanding of the articulatory mechanisms of producing the segmental (consonants and vowels) and suprasegmental (e.g., stress, rhythm, intonation) components of language in general. Students will have a working knowledge of the International Phonetic Alphabet (IPA) and sounds from a variety of the world's languages. A detailed description of the articulatory and acoustic properties of English consonants and vowels is also provided. A variety of in-class learning activities including interactive tasks, transcription exercises, and acoustic analyses are employed in this course. As to the acoustic component of the course, students will be introduced to basic acoustic theories of speech production and the tools and procedures of waveform segmentation and spectrogram reading. The course will briefly sketch the contributions of phonetics to the study of language, highlighting, at the same time, the inter-disciplinary applications of phonetics in everyday life. Finally, students will have the opportunity to apply the knowledge and skills they have acquired throughout the course of the semester, as they engage in a small-scale group project where they collect, analyze, and report authentic language data.

Research in Linguistics (ENG3204)

This course is designed to help students learn how to plan and perform research in linguistics. It covers academic research's core concepts, methodologies, and values. Furthermore, it trains students to be critical consumers of research. It also assists them in developing the fundamental abilities of analyzing, planning, and implementing research. Furthermore, it introduces students to various approaches to research and the use of

web and technology tools and resources to find, gather, and evaluate data relevant to the chosen topic and answer the research question.

Psycholinguistics (ENG3209)

The course introduces students to the field of psycholinguistics. It will help them understand the relationship between language and the mind as they will learn how humans produce and comprehend language in real time. They will be introduced to the different psycholinguistic models used to explain the mechanisms of language processing in speech perception and production, word recognition, and sentence comprehension. They will learn about the different psycholinguistic methods and experimental techniques employed in studying language processing in real time. The course will also discuss how language disorder can help us understand the organization of language in the brain.

Translation of Scientific Texts (ENG3404)

This course aims at introducing students to the special importance of scientific texts in general. It stresses the importance of Arabization as a wide-range process of rendering scientific terms into Arabic. It also allows students to understand practical terms and the importance, possibility, necessity, validity and inevitability of Arabizing medical, economic, technological, business and other scientific terms. Throughout this course, students will be provided with a full account of procedures, methods and means of Arabizing and translating scientific terminology.

Phonology (ENG3207)

This course presents materials that explore the phonological system of English. It classifies phonemes into natural classes and introduces the distinctive features of sound segments. The course provides a comprehensive account of phonological issues of sound patterning and

the effective role of suprasegmental elements: syllables, segmentation, prosody, and intonation, in communication. The different levels of representation are also illustrated. The course includes a concise description of the areas of application for phonology.

Syntax (ENG3208)

This course introduces undergraduate students with basic syntactic concepts to describe the structures of sentences in languages. Some of the basic concepts covered in this course are parts of speech, constituent structure, structural relation, binding theory, X-bar theory, theta theory and various types of movements. It is hoped that by the end of this course, the students will be able to analyze sentences in a systematic way and will also have a better understanding of the structure of English words and sentences.

Sociolinguistics (ENG4212)

This course presents material in which the relationship between language and society, and of the various functions that language has in society, is explored. The specific points of connection between language and society are delineated and illustrated through examples from many languages and cultures. These are then related to theoretical considerations of how it is that linguistics and social structure interact. Taking variation as a given, the study of sociolinguistics seeks to understand its social correlated, purpose and symbology.

Semantics (ENG4211)

This course is designed for undergraduate students, and it is an introduction to theories of semantics in modern linguistics. This course is divided into two modules; these two modules offer brief overviews of some approaches and theories of semantics in modern linguistics.

The first module focuses on a speaker's intuition and semantic knowledge. This module explores types of semantic knowledge, such as the sense of lexical words,

the proposition of declarative sentences and ambiguity. It also discusses the way speakers use language to describe both a real and an unreal world through the use of references or denotations. In addition, it presents aspects of sentence-level relative to a predicate and its arguments. These arguments are semantically classified on the basis of their roles in a situation, termed thematic roles or theta-roles. In order to bring students the excitement of current development in the field, the second module introduces basic notions in logic. In this module, students will be trained to use basic tools and techniques of logic in an intuitive and engaging manner. This training helps students to recognize the semantic relations that hold between two propositions, known as truth-conditions (truth-values). The truth-condition approach is used to formally characterize aspects of sentence-internal semantics, such as entailment and presupposition.

Throughout the semester, assignments will be required to develop students' analytical semantic skills of simple sentences in both English and Arabic.

First Language Acquisition (ENG4210)

The course provides undergraduate students with the essential background to the study of First Language Acquisition (FLA). It introduces students to the theories and research evidence related to the acquisition of first language (mother-tongue) in children. In this course, students will learn how children develop linguistic knowledge of their first language, including phonological, morphological, syntactic, and semantic knowledge. Since the number of bilingual children is growing, the course will also discuss bilingualism in children and the risk factors for language delay or disorders.

Cross-Linguistic Syntax (ENG4221)

This course focuses on the application of current syntactic theories on Arabic. It provides undergraduate students with an overview of the major syntactic constructions in Arabic highlighting the controversial topics in Arabic

syntax. The course also discusses various analyses that are suggested for these syntactic constructions in the literature. Topics to be covered include clause and argument structure, negation, tense, agreement phenomena, resumption and issues related to the syntax of the left periphery. The discussion of each topic shows the contrast between Standard Arabic with other spoken Arabic varieties and also summarizes the key research results in the literature.

Historical Linguistics (ENG4220)

In this course, the study of ancient languages is combined with the study of modern transformation. It traces the evolution of English from its Indo-European origins to the present day. The course examines people's attitudes about language change, as well as the motivations for and mechanisms behind it. The course analyzes the structure and vocabulary of English through its major periods: Old English, Middle English, Early Modern English, and Modern English, considering the prehistoric changes from Proto-Indo-European to Germanic. Changes in sounds (phonology), word forms and endings (morphology), spelling (orthography), sentence structure (syntax), word meanings (semantics), and vocabulary (lexicon) are all covered in this course. It will also discuss the repercussions of language change in the form of dialects and language families, as well as sociolinguistic problems such as the relationship between variety and change, contact, language birth and death, and language planning.

Conceptual Metaphor Theory (ENG4219)

This course introduces metaphor to students from a linguistic/cognitive perspective. It aims to help students explore how ubiquitous metaphorical expressions in people's everyday language. The scope of this course covers a wide range metaphor-related topics: metaphors as concepts, the source domain and the target domain of metaphors, systematic analysis of metaphors, personification and metaphor, metonymy and metaphor,

metaphors and culture, metaphorical coherence. The course will emphasize the persuasive functions of metaphor, and students will be asked to collect data from everyday non-literary texts.

Bilingualism (ENG4218)

This course provides a general introduction to bilingualism designed for undergraduate students. It intends to provide a comprehensive synthesis of important topics of bilingualism: use of two communication and education systems, code-switching and borrowing, a bilingual identity, mind and personality, language policy and general bilingual education issues. It also familiarizes students with the development of bilingualism and various approaches and different views of bilingualism. In this course, students will have the opportunity to compare and contrast different models of bilingual education systems, such as the United States and Canada. They will relate topics discussed in this course with their physical world by observing how bilingualism has emerged in Saudi Arabia, their community's attitudes toward bilingualism and the use of two or multiple languages through the internet in this modern world.

Second Language Acquisition (EG4213)

The course provides undergraduate students with the essential background to the field of Second Language Acquisition (SLA). The scope of the course covers main issues dealt with in SLA theory, research, and practice. It introduces students to the basic factors involved in the development of second language grammars: (a) the role of the first language and crosslinguistic effects, (b) effects of age of learning/acquisition, and (c) the role of input and context of exposure. In this course, theoretical and practical implications of SLA research will be highlighted. Therefore, the course emphasizes how SLA research is interrelated with other fields, such as language teaching, theoretical linguistics, child language acquisition, and psychology.

Translation of Literary Texts (ENG4405)

At an early stage of the course, literary texts that are short, less difficult, less complicated in terms of language, style and figurativeness and, hence, simpler to translate are selected on purpose from short stories in the two Languages. At an advanced stage, longer, more complicated texts in terms of language, style and figurativeness than those introduced at the beginning of the course and, hence, more difficult to translate. They are selected on purpose from novel and poetry in particular in the two Languages. They pose huge problems of translation that have to be discussed and solved carefully. The course is based on suggesting two versions of translation for each SL literary text, literary and ordinary, followed by drawing a comparison between them regarding language, meaning and style, to show what literary translation really is in practical terms.

Arabic Linguistics (ENG4215)

This course provides undergraduate students with an introduction to the terminologies and major concepts of contemporary Arabic linguistics emphasizing standard Arabic. Students will also be required to contrast principles of standard Arabic with those of their spoken Arabic variety through weekly assignments. Topics to be covered in this course include the linguistic systems of Arabic beginning with the sound system (phonology), progressing through morphology (derivational and inflectional), and to syntax. Students are introduced to the theoretical approaches and research results in each of these areas and are encouraged to develop their own understanding and analyses of the topics.

Pragmatics (ENG4214)

This course aims to provide an overview of pragmatics, a crucial branch of linguistics. It covers a wide range of topics in the discipline, including presupposition, implicature, speech actions, deixis, and reference. In this

course students will examine and analyze various forms of utterances and their meanings as they are affected by various pragmatic circumstances. Moreover, students will study the relationship between the meaning of an utterance and the context in which it is produced.

Discourse Analysis (ENG4216)

This course provides students with an extensive overview of the diverse approaches to the study of discourse used to explore language in use, language beyond the sentence, and language of social interactions. It considers how language, both spoken and written, is studied in relation to different social contexts. The course offers students both theoretical and practical understanding of key concepts and practices in the field of discourse analysis. More specifically, it focuses on critical discourse analysis, conversational analysis, genre analysis, coherence, multimodality, metalanguage...etc., In short, the course provides students with a linguistic toolkit for systematically and empirically analyzing spoken and written language across a wide range of social contexts.

Translation of Media and Political Texts (ENG4406)

Students are trained in translation from English into Arabic and vice versa. The texts tackled are of political and media nature. First, the course starts with tackling less complicated expressions and texts in terms of language, style and figurativeness and, hence, simpler to translate. On the other hand, media and political texts are picked up from all types of media sources and material. They are attended to first in regard to the characteristics of the style of their language, and then how to deal with them in translation and the types of problems posed by them to the translator and how to work out solutions to these problems. Then the texts tackled are this time longer, more complicated in terms of language, style and figurativeness than those started with first, and, hence, more difficult to translate. They are selected on purpose. The media texts are focused especially on the news and

political material in general, taken from current different media sources, especially newspaper and TV Channels worldwide in both languages. Care is taken at translating these texts, specifically when their style is complicated and their content is sensitive or requires extra accuracy of translating into the other language for the significance of the speaker / the writer, the texts or the occasion. They are translated in both directions in English and Arabic, attending to the difficulties of translating them and how to deal with them in translation with respect to translation procedures and methods.

Language Disorder (ENG4217)

This course provides undergraduate students with a detailed description of a variety of language and speech disorders. Students are expected to have a general background about language disorder from previous courses in the program (First language acquisition and Psycholinguistics) in which atypical development and language impairment are introduced.

Research in Literature (ENG3304)

This course is an introduction to the basics of academic research in the field of literary and cultural studies. Encouraging students to view research as an act of entering a conversation with other writers, the course emphasizes the importance of formulating one's ideas by explicitly engaging with the views of others. It will help students approach research as an inquiry-driven process that involves learning (1) how to formulate a research question, (2) how to find relevant online sources, (3) how to evaluate the reliability of these sources, and finally (4) how to synthesize the gathered information into a meaningful argument. The course also continues and consolidates the skills first developed in Foundations of Literary Studies and Literary Criticism in Practice. It will enable students to further understand textual analysis, the importance of utilizing various types of contexts (authorial, historical, social, or philosophical) and the value of reading

current critical assessments of the texts in question. Making use of the 'Sample Essay' feature of the assigned textbook, students will be guided on how to develop a clear argument, using proper support and evidence. They will also be guided on the steps of drafting, writing, editing and proofreading their research before it is finally submitted to the instructor. This includes reinforcing their understanding of citation and documentation, the proper methods of paraphrasing and summarizing an argument, as well as the common pitfalls that could lead to plagiarism.

British Literature Before 1789 (ENG3305)

This course provides a survey of British literature from its origins in the pre-modern era up to 1789, exploring the historical, cultural, and philosophical factors affecting literary production at different periods within this timeframe. Students will critically engage with canonical works of poetry, fiction, prose, and drama by a diverse group of authors in relation to both the texts' formal qualities and conceptual context(s). While the course is organized chronologically in terms of literary periods, it will encourage a more nuanced understanding of periodization that equally focuses on the ruptures and continuities that characterize British literary history. Class discussion will also aim to reinforce students' basic knowledge of modern critical theory and practice through the application of at least one critical approach to one of the assigned texts. **Note:** Where longer works are assigned, only excerpts of the texts will be discussed.

The Victorian Novel (ENG3312)

This course aims at introducing students to the fictional creations published during Queen Victoria's long reign (1837-1901). It will be particularly concerned with the development of the novel and its emergence as a popular literary genre that tackles some of the prominent issues of the age. Throughout this course, students will develop an understanding of the relationship between the

socioeconomic and intellectual climate of the era and the issues raised by popular novelists such as Charles Dickens, the Brontës, Lewis Carroll, Oscar Wilde, and Arthur Conan Doyle among others. They will also tackle the emergence of some of the popular subgenres such as children's literature, Condition of England novels, science fiction and the social novel. **Note:** Students will focus only on one of the key texts suggested in the list of topics. Other texts may be mentioned, but they will not be discussed in detail.

Art of Cinema (MD4315)

Offered by the Department of Media, this is a required course for students in the Literature and Cultural Studies Track. This course provides an overview of the foundations of the art of cinema from the point of view of the filmmaker, paying equal attention to issues related to film form and content. Through the screening and technical analysis of excerpts from a variety of feature films, students will learn the basic cinematic tools, conventions and choices involved in film production. Contextual issues will also be addressed with the purpose of highlighting the function of cinema as a cultural force in contemporary society; these will be discussed not only in terms of the place of cinema in popular culture but also in terms of its superior status as "the seventh art". The course includes a practical component that will enable students to get hands on experience in the process of creating a micro-short film, which will form one of the required assignments in this course.

Gothic Fiction (ENG3316)

This course aims at introducing students to gothic fiction. It will address its most common themes, elements and the key texts that are normally associated with the genre. During this course, students will examine the roots of gothic fiction, its development throughout history, its affinity with the Romantic movement, and the forms it morphed into with the rise of postmodernism in the late

20th century. Students will also learn to analyze the writing techniques that are unique to the genre, and how gothic fiction authors implemented them to create a thrilling psychological experience and a sense of suspense and horror. **Note:** Students will focus only on one of the key texts suggested in the list of topics. Other texts may be mentioned, but they will not be discussed in detail.

The Rise of the Novel (ENG3311)

This course aims at introducing students to the emergence of the novel as a distinct genre and the factors that contributed to its development and popularity. It will specifically address eighteenth-century novels, starting with the works of Daniel Defoe, Samuel Richardson and Henry Fielding, and help students analyze them in light of earlier attempts at the genre such as those of Philip Sidney's and John Bunyan's. Special attention will be dedicated to reading the eighteenth-century novel in light of the historical, philosophical, moral and political concerns of the era. **Note:** Students will focus only on one of the key texts suggested in the list of topics. Other texts may be mentioned, but they will not be discussed in detail.

American Literature Before 1900 (ENG3307)

This course provides a survey of American literature from its beginnings to 1900, exploring the historical, cultural, and philosophical factors affecting literary production at different periods within this timeframe. Students will critically engage with canonical works of poetry, fiction, prose, and drama by a diverse group of authors in relation to both the texts' formal qualities and conceptual context(s). While the course is organized chronologically in terms of literary periods, it will encourage a more nuanced understanding of periodization that equally focuses on the ruptures and continuities that characterize American literary history. Class discussion will also aim to reinforce students' basic knowledge of modern critical theory and practice through the application of at least one critical approach to one of the assigned texts. **Note:**

Where longer works are assigned, only excerpts of the texts will be discussed.

British Literature After 1789 (ENG3306)

This course provides a survey of British literature from 1789 to the present, exploring the historical, cultural, and philosophical factors affecting literary production at different periods within this timeframe. Students will critically engage with canonical works of poetry, fiction, prose, and drama by a diverse group of authors in relation to both the texts' formal qualities and conceptual context(s). While the course is organized chronologically in terms of literary periods, it will encourage a more nuanced understanding of periodization that equally focuses on the ruptures and continuities that characterize British literary history. Class discussion will also aim to reinforce students' basic knowledge of modern critical theory and practice through the application of at least one critical approach to one of the assigned texts. **Note:** Where longer works are assigned, only excerpts of the texts will be discussed.

Early Modern Drama (ENG3318)

This course introduces students to prominent plays produced in the golden age of English theatre. The plays will be set within the cultural, historical and social contexts of early modern England, and will consider questions of class, gender, race and religion. Students will develop an awareness of the period's dramatic genres and will become familiar with the basic structure of a dramatic text. The course also aims at introducing students to early modern theatre and print culture by reviewing the conditions that influenced the writing, performance and publication of these plays. Students will also develop an awareness of using modern critical editions as the course will touch upon general questions of authorship and co-authorship, alongside the issue of textual variation. Essential to this course is the screening of modern theatrical productions of Shakespeare and his

contemporaries so that students are exposed to the performative aspects of early modern drama, alongside the textual. References will be made to the original theatrical conventions and to those of contemporary productions. The first five weeks will be dedicated to tackling a number of topics in relation to at least four dramatic texts which can be organized chronologically or thematically. The second part of the course will focus on analyzing in detail a representative play of the instructor's choice that exemplifies the features of early modern drama, its themes and its dramatic genres. **Note:** Students will focus only on one of the key texts suggested in the list of topics. Other texts may be mentioned, but they will not be discussed in detail.

American Drama (ENG3321)

This course explores the development of American drama. It begins by explaining the social, historical, philosophical and cultural contexts of Post-war America, including the concept of modernism and postmodernism. The course discusses this turbulent period of the 1960's and 1970's in America as playwrights sought novel tools to represent the tensions of modern life. References will be made to the original theatrical conventions and to those of contemporary productions. The first five weeks will be dedicated to tackling a number of topics in relation to at least four dramatic texts which can be organized chronologically or thematically. The second part of the course will focus on analyzing in detail a representative play of the instructor's choice that exemplifies the features of American drama, the literary movement to which it belongs, its themes and dramatic genres. **Note:** Students will focus only on one of the key texts suggested in the list of topics. Other texts may be mentioned, but they will not be discussed in detail.

Screenwriting (MD3305)

This course is offered by the media department for the students of the English department/ English language and

literature track. It covers the fundamental principles of screenwriting, with the purpose of developing the conceptual and technical skills needed to produce an effective screenplay. It will guide students through the various stages of scriptwriting and help them understand the concept of plot in a cinematic work, its dimensions and requirements, the principles of dramatic adaptation, and how a work can address and tackle human emotions.

Science Fiction (ENG3317)

This course aims at introducing students to science fiction, its forms and its development across the ages. It will help them link the genre to the history of science and reinforce its importance in encouraging scientific advancements in the societies that embrace it. The course will also help students understand the complex relationship between utopias and dystopias, the authors' anxieties regarding the science of their era, and the complicated philosophical, political and social implications of scientific advancements. The focus will not solely be confined to literature. Other art forms and facets of popular culture such as film, comic books, manga, anime and video games will also be discussed.

Note: Students will focus only on one of the key texts suggested in the list of topics. Other texts may be mentioned as examples of a specific literary movement and will not be discussed in detail.

American Novel (ENG3315)

This course aims at surveying the American novel from the turn of the eighteenth century to the present. It focuses on a wide array of themes and topics, including the formation of American identity, ethnic and racial identity, multiculturalism, and the two World Wars. In addition, this course explores a number of core questions: What is the American novel? What social, political and philosophical issues does it address? How did it develop? And what role did it play in reinforcing the American identity? These questions and many more are going to be

explored through examining the works of representative American novelists and key texts. **Note:** Students will focus only on one of the key texts suggested in the list of topics. Other texts may be mentioned as examples of a specific literary movement and will not be discussed in detail.

Postwar Fiction (ENG3314)

This course aims at introducing students to works of fiction produced in the aftermath of WWII. Both British and American literary creations will be covered and analyzed in relation to the changing social, political and philosophical concerns of the era. Since most of the prominent post-war literary creations belong to the mid-century period, the course will focus on how they function as a transition from modernism to postmodernism and how they sometimes depict a return of sorts to social realism. Special concern should be given to trauma theory, postmodernism as a delayed response to the trauma of the war, metafictionality and the novel, second wave feminism, the changing understanding of human psychology and the growing suspicion of science and evolutionary biology in the aftermath of the holocaust and the eugenics movement. **Note:** Students will focus only on one of the key texts suggested in the list of topics. Other texts may be mentioned as examples of a specific literary theme or movement and will not be discussed in detail.

Modernism and the Novel (ENG3313)

This course introduces students to modernism, which lasted from the last decades of the 19th century (1880s) to the beginning of the 20th century. A period marked by World War I, increasing urbanism and industrialization, struggle for labor and Women's rights, decolonization, and the emergence of multi cultures and advanced technologies. The course examines the characteristics and contents of the period, the emergence of modernism and modernist texts that reflect these rapid and drastic changes. It focuses on how these texts interpret and

reflect the bewildering experience of modernity and the connections of these texts to a range of ideas associated with politics, aesthetic, tradition, gender, identity and nation. They will also be analyzed in relation to the major themes of modernism, such as: alienation (loss and despair), confusion and disillusionment, search for truth, cultural fragmentation, objection to religion, and social system. Modernist movements and related contexts will be introduced too. **Note:** Students will focus only on one of the key texts suggested in the list of topics. Other texts may be mentioned, but they will not be discussed in detail.

Film and Text (ENG4309)

This is an introductory course to film studies which focuses on the textual and intertextual dimensions of cinematic representation. It aims to explore the basics of film analysis in terms of its cinematic formal elements, genre, and narrative structure, with the purpose of helping students develop the necessary skills to recognize, analyze, describe, and enjoy film as an art and entertainment form. The interrelationships between film and text will be approached from the perspective of a variety of analytical/critical approaches such as feminism, historicism, postcolonialism, ecocriticism, and psychoanalysis. Special attention will be given to films based on canonical literary works. Some of the major questions tackled in this course are: Why do so many of the films described as adaptations derive from canonical literature rather than from other sources? How is adaptation or appropriation a unique experience? What is the difference between two adaptations of the same literary work? The course can be organized chronologically, thematically, or based on the genre of the text/film.

American Literature After 1900 (ENG4308)

This course provides a survey of American literature from 1900 to the present, exploring the historical, cultural, and philosophical factors affecting literary production at

different periods within this timeframe. Students will critically engage with canonical works of poetry, fiction, prose, and drama by a diverse group of authors in relation to both the texts' formal qualities and conceptual context(s). While the course is organized chronologically in terms of literary periods, it will encourage a more nuanced understanding of periodization that equally focuses on the ruptures and continuities that characterize American literary history. Class discussion will also aim to reinforce students' basic knowledge of modern critical theory and practice through the application of at least one critical approach to one of the assigned texts. **Note:** Where longer works are assigned, only excerpts of the texts will be discussed.

Nineteenth Century American Poetry (ENG4323)

This course aims at allowing students to explore the various forms, modes, and key texts commonly associated with 19th century American poetry. It will help students localize a number of poems in their historical, social and political contexts and establish an association between the issues and themes tackled by the authors and the intellectual climate of the era. Throughout this course, students will learn how to analyze and read a number of poems using a variety of critical approaches and schools.

Medieval and Renaissance Poetry (ENG4322)

This course aims at guiding students through the development of poetry from the Medieval age to the end of the Renaissance period. It will tackle issues of great significance to understanding and analyzing the artistic productions of the time such as the evolution of the English language, the changes in the socio-political climate, the influence of religion on the social fabric, and the importance of adopting the vernacular in artistic expressions. Throughout this course, students will learn about the cultural and philosophical contexts that gave rise to a number of prominent themes and concerns. They will also be introduced to a variety of key texts from the

period including: Sir Gawain and the Green Knight, Beowulf, The Wanderer, The Canterbury Tales, Dante's Inferno, Petrarch's sonnets, Sidney's Astrophel and Stella and finally Shakespeare's sonnets.

Romantic and Victorian Poetry (ENG4324)

This course traces the development of poetry during the Romantic and Victorian eras. It covers the early and late Romantic poets (Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats) and some of the Victorian canonical poets (Tennyson, Arnold, and Robert Browning). Female poets from both eras are tackled in this course as well. These include Emily Bronte, Elizabeth Browning, and Christina Rossetti among others. Key poetic elements, techniques, and forms of this century are to be highlighted in the course. The reading selection reflects the historical, political, and social changes of the 19th century and how they influenced poetry and its place in literature. Essays that play an important role in defining poetry and introducing key elements in the poetry of the 19th century are discussed in the course as well.

Content Creation (MD2018)

This course is given by the Media department for the students of the English department/ English language and literature track. It offers students the conceptual and practical background on how to create engaging textual-visual content for different purposes. It will guide them through the fundamentals of the process, the techniques involved and the tips that can be utilized for editing and polishing their work. The course will closely examine the interrelationship between literature, media, marketing and visual culture. It will aid students in understanding how to make better use of their background in literary studies in the fields of media, online content, and ad campaigns. By the end of this course, students will be able to design engaging content by understanding the audience, utilizing the art of storytelling, employing suitable language, and analyzing the requirements of each platform and medium.

Postcolonial Literature (ENG4327)

This course aims at introducing students to literary works of fiction related to Postcolonial Literature. It will examine a range of nineteenth and twentieth-century post-colonial literary texts written by novelist of different origins. It focuses on key issues and concepts within the field of Postcolonial Literature, including gender and feminism, cultural and religious difference, encounter, and settlement. **Note:** Students will focus only excerpts of the key texts suggested in the list of topics.

Women Studies (ENG4332)

Women Studies is an interdisciplinary course that highlights women's contribution to culture and literature. It critically examines the tradition in women's writing, deconstructs the pervasive images of women in literature, and analyzes the way in which women use language to define their experiences in societal institutions such as education, arts, law and politics, marriage and family life. Past and current theories of gender, power, and equity are explored in relation to selected literary works by women from different historical contexts.

Children's Literature (ENG4333)

This course aims at (i) introducing, reading, discussing and analyzing a survey of classic and contemporary Children's Literature works from Aesop to Rowling. It will provide a rich and exhilarating study across centuries, continents, and genres to learn and discover how, and why, we first fell in love with the written word. Complete with an array of topics on numerous fundamental issues from canon formation to critical theories, students will (ii) analyze a variety of different genres such as fables, poems, myths, fairy tales, picture books, and novels with themes such as justice, evil, escape, individuality, and the demands of society. Critical approaches such as historicism, reader response, psychoanalysis, and feminism may be

discussed and applied to texts for further aesthetic appreciation.

Graphic Literature (ENG4338)

This course aims at introducing students to graphic literature in English. This can include graphic novels, manga, comics, graphic journalism, and other forms of graphic texts. In addition, the students can be briefly introduced to the earliest forms of graphic narratives before the 1900. The course will focus on how the text and image work together to produce a meaning or create a story. Special concern should be given to major topics in the field of graphic literature both fictional and non-fictional. This course should include some of the major types of graphic literature such as: autobiographical novels (memoirs or life narratives), historical narratives, journalism, graphic medicine, fantasy narratives, and graphic adaptation of a canonical work of literature. The course can be organized chronologically or thematically.

Classical Mythology (ENG4339)

This course aims to provide students with a broad understanding of the history, literature, and culture of Greek and Roman antiquity through a study of their major myths. It begins by engaging students with important definitional questions relating to the genre of mythology: What are myths? What are the dominant theories about their origin, nature, and function? How do they differ from legends, fables and folktales? And what are the most influential critical approaches to classical mythology? These questions will be pursued throughout the course as students read English translations of excerpts from a range of Greco-Roman sources on the primary mythical figures and stories of this tradition. Discussions of the selected texts will not only aim to develop an understanding of their specific genres, styles and key mythic themes in relation to their historical contexts, but also seek to highlight their various forms of influence on later western culture, literature, and art, including films.

Topics in Theatre and Performance Studies (ENG4310)

This course aims to introduce students to the basics of theatre and performance studies. It is designed around three main sections: concepts, methodologies, and topics. The first section will discuss the central concepts of theatre and performance studies. It will offer students a history of the discipline, as well as key terms and ideas necessary for discussing and analyzing theatre. The 'methodologies' section will be dedicated to the study of performances. It will focus on the different theoretical and methodological tools employed in performance research (i.e performance analysis vs. theatre historiography). The third section will consider topics about the essential elements of theatre: the author, the text, the context, the stage, the actor, the director and the audience. Topics may include but are not limited to: contemporary performance practices, performance in context, immersive practices, theatre and the creative industries, dramaturgy, global Shakespeare, contemporary theatrical technologies, color-blind or gender-blind casting, adaptation and appropriation, theatre and social change, performing identity (gender, race and national identity), the history of Saudi theatre, the first Saudi actress, Saudi theatre before and after Vision 2030. Essential to this course is the screening of modern theatrical productions of major contemporary practitioners so that students are exposed to the performative and practical side of theatre studies.

Modern European Drama (ENG3319)

This course explores the development of modern European drama. It begins by explaining the social, historical, philosophical and cultural contexts of the modern age, including the concept of modernism that effected the ways dramatists approached writing plays. The course discusses highlights of this turbulent period of theatrical experimentation as playwrights sought new ways to represent the tensions inherent in modern life. It

will also briefly go over the period's different theatrical forms and movements such as naturalism, realism, social realism, Avant Garde theatre, absurdist drama, symbolism, surrealism and expressionism. References will be made to the original theatrical conventions and to those of contemporary productions. The first six weeks will be dedicated to tackling a number of topics in relation to at least five dramatic texts which can be organized chronologically or thematically. The remaining part of the course will focus on analyzing in detail a representative play of the instructor's choice that exemplifies the features of European drama, and the movement or theory it conveys. Essential to this course is the screening of contemporary theatrical productions so that students are exposed to the performative aspects of modern European theatre alongside the textual. References will be made to the original theatrical conventions and to those of contemporary productions. **Note:** Students will focus only on one of the key texts suggested in the list of topics. Other texts may be mentioned, but they will not be discussed in detail.

Modern British Drama (ENG3320)

This course explores the development of modern British drama. It begins by explaining the social, historical, philosophical and cultural contexts of the modern age, including the concept of modernism that effected the ways dramatists approached writing plays. The course discusses highlights of this turbulent period of theatrical experimentation as playwrights sought new ways to represent the tensions inherent in modern life. The course will also briefly go over the period's different dramatic genres and movements such as comedies of manners, theatre of the absurd, naturalism, realism and others. References will be made to the original theatrical conventions and to those of contemporary productions. The first five weeks will be dedicated to tackling a number of topics in relation to at least four dramatic texts which can be organized chronologically or thematically. The

second part of the course will focus on analyzing in detail a representative play of the instructor's choice that exemplifies the features of modern drama, and the movement or theory it conveys. **Note:** Students will focus only on one of the key texts suggested in the list of topics. Other texts may be mentioned, but they will not be discussed in detail.

Twentieth and Twenty-first Century Poetry (ENG4325)

Having been introduced to some of the key forms and elements of the poetic craft in Foundations of Literary Studies 1 and 2, students are now encouraged to explore the rich diversity of twentieth and twenty-first century poetry by authors from both sides of the pond.

Poets Laureate (ENG4326)

This course aims to introduce students to traditional and modern concepts of the Office of Poet Laureate through an in-depth study of the works of two (or more) poets who have been appointed this position. Special consideration will be given to addressing the cultural and aesthetic dynamics of their poetry, particularly how it seeks to promote a collective national identity that is deeply rooted in the political ideologies of its time. Questions about the role of such poets in preserving this artform will also be negotiated in relation to ideas about popular and critical reception. Moreover, incorporating a variety of literary critical approaches to the assigned poems, the course will encourage students to explore the texts' thematic and contextual elements in relation to their formal and stylistic features.

Shakespeare: Text and Context (ENG4328)

This course aims at introducing students to the dramatic works of Shakespeare by focusing on text and context. It will offer students the tools necessary for close reading and analysis of Shakespeare's dramatic works, and those needed for using modern critical editions. The course is

designed around three main sections: (1) Shakespeare and Text, (2) Shakespeare and Women, and (3) Shakespeare, Race and Religion. The first section will discuss early modern theatre and print culture in terms of textual variation, collaboration, as well as authorship and attribution studies. 'Shakespeare and Women' will be dedicated to discussing the themes of misogyny and feminism, along with the topic of Shakespeare's most powerful female villains. The third section, 'Shakespeare, Race and Religion,' will consider anxieties about religious conversion in post-Reformation English Drama, in addition to early modern themes of antisemitism and Islamophobia. Essential to this course is the screening of modern theatrical productions of Shakespeare so that students are exposed to the performative aspects of his works, alongside the textual. Throughout the course, references will be made to the original theatrical conventions and to those of contemporary productions. The course will conclude with the topic of 'Shakespearean Afterlives,' which will focus on major contemporary practitioners. It will also refer to the most popular stage/screen adaptations and appropriations of Shakespeare. **Note:** Students will focus only on excerpts of the key texts suggested in the list of topics.

Saudi Literature and Identity (ENG4329)

This is a survey course designed to introduce students to the manifestations of identity in Saudi literature from the establishment of the First Saudi State in 1727 until contemporary times. National identity depicts an umbrella term for the sense of belonging to one's nation and encompasses one's gendered, linguistic, religious, and cultural identities. A chronological study of Saudi literature and its literary periods provides a dynamic means of access into an exploration of Saudi national identity. The texts chosen for this course explore how national identity is shaped and communicated via an engagement with questions such as: what is (national) identity? How does national identity emerge in the literature? How is it

constructed and portrayed? What factors impact the portrayal of national identity in Saudi literature? How has the portrayal changed over the years as the religious, social, and cultural contexts have changed? How do authors promote national identity and values in contemporary Saudi literature? Does a religious identity necessarily exclude/eclipse a sense of national one? Students will identify and evaluate poems, novels, short stories, plays and films that show how intertwined Saudi identity is with the various social, religious, cultural and political contexts in which a literary text is produced. The course focuses on the most iconic examples, namely those works that help us to understand the creation of a distinct Saudi national identity. Notably, English translations of the original Arabic samples will be read and explored.

World Literature (ENG4330)

This module will introduce students to the growing field of world literature. It will allow them to explore the works of a selection of writers from different parts of the world, ranging from Asia, Africa, the Americas and Europe and will feature texts from across periods of times and literary genres, including novels and short stories. It attempts to answer the following questions: why study World Literature? What is distinct about literatures from specific geographical areas? What key genres and debates which have shaped world literatures more recently? **Note:** Students will focus only on excerpts of the key texts suggested in the list of topics.

Creative Writing (ENG4331)

This course aims at introducing students to the fundamentals of creative writing, particularly those related to the areas of fiction, biographies, and memoirs. Students will gain an understanding of aspects of storytelling and narration, character design and character development in addition to learning about utilizing figurative language and other style techniques for creative

purposes. The course can be conditioned to meet the needs and expectations of the students enrolled. It can be taken alongside other elective courses in the fields of science fiction, children's literature or women studies to encourage local production in any of those areas in English or the students' native tongue. **Note:** Other creative forms such as poetry, comic strips, webtoons, manga, screenplays, drama in addition to advertising and social media content can be included by the instructors if they have enough of a solid background or if they can invite lecturers with experience in these fields.

Literature and Interdisciplinary Studies (ENG4334)

The purpose of this course is to provide students with an opportunity to engage with a range of interdisciplinary approaches to the study of literature. This would necessitate discussing historical and contemporary criticism and theories and exploring a range of literary (critical) viewpoints, voices, and canonical works of critical and literary theory. For this purpose, the course will offer a comprehensive and thorough survey of the major trends of the literary (critical) theory as well as the technical literary terminology. From there, students can venture into a variety of fields such as law, psychology, sociobiology, evolution, religion, philosophy, ecology, race, and digital media in addition to food and learn how these fields interact with literature and art.

Topics in Film Studies (ENG4335)

This is an elective course that builds on Film and Text, offering extended examination of key issues related to Film Studies. Topics may vary but will typically include discussions of film history, film theory, genres, themes, authors and/or directors. Selected topics will be examined in relation to form and context, and students will be encouraged to consider the assigned films in relation to one or more theoretical approaches to criticism.

Cultural Studies in Literature (ENG4337)

This course aims at introducing students to some of the basic theories and key concepts in cultural studies, an interdisciplinary field that tackles literature and other aspects of culture in relation to linguistics, politics, history, sociology, anthropology, law and philosophy. Students will trace the development of the field throughout the twentieth century and the subsequent dissolution of boundaries between high and low culture. They will also understand how and why it flourished in the post WWII era, and how it contributed to the divide between the sciences and the humanities. Finally and most importantly, students will learn how to examine a particular cultural phenomenon or text and analyze it in light of matters of ethnicity, social class, gender identity, law and ideology.

Minority Literature (ENG4340)

This course aims at introducing students to the literary and artistic productions of minorities living in the United States or the United Kingdom. It will help highlight some of the most common concerns of minority groups, particularly those related to class, ethnicity, cultural identity, religion, heritage, discrimination, and gender identity. Different genres of writing will be examined, including poetry, fiction and nonfiction. **Note:** Students will focus only on excerpts of the key texts suggested in the list of topics, but they should be encouraged to examine one or two texts in detail.

Nonfictional Prose (ENG4336)

This is an umbrella course that introduces students to prosaic writings in English that are non-poetical, non-fictional and non-dramatic but are still literary in essence. (This excludes erudite scientific, factual writings in English.) The course may or may not follow a chronological order in its content and plan depending on the selected works and the instructor's preference. A primary goal of this course is to introduce students to the

art of persuasion and the rhetoric of the written argument in English essays. The scope of this course may also encompass writings such as travel journals aka travelogues, adventure books and nature writings. Another type of non-fiction writing this course may explore is of a personal nature such as diaries, memoirs, autobiographies and biographies. In addition, this course can include public political speeches and religious sermons as a type of non-fictional prose. Another type of non-fictional prose that may be included in this course is aphorisms whose condensed nature can be useful to this course in the economy of time and the focus on rhetoric. In an effort to keep up with the times, this course may present online blogging and online writings in general as a form of semi-literary, non-fictional prose. This last type can be amalgamed into the types mentioned above. For example, travel writings and autobiographies can be selected from existing online travel blogs. Letter writing and self-help books can also be included in this course.

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