



COURSES DESCRIPTION

DIPLOMA OF ENGLISH LANGUAGE

Al-Imam Muhammad Ibn Saud
Islamic University

Deanery of the University Center
for Community Service & Continuing
Education

AL IMAM MOHAMMAD IBN SAUD ISLAMIC UNIVERSITY
1405 - 1406 A . D.
COMMUNITY SERVICE AND CONTINUING EDUCATION CENTRE

KINGDOM OF SAUDI ARABIA
Ministry of Higher Education
Al-Imam Muhammad Ibn Saud
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المملكة العربية السعودية
وزارة التعليم العالي
جامعة الإمام محمد بن سعود الإسلامية
عمادة المركز الجامعي
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Diploma of English Language / Level 1

Center for Community Services and Continuing Education

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|----------------------------------|---------------------|---------------------|
| Course Title: Grammar (1) | Level: (1) | |
| Number of Units: 2 | Number Code: | Letter Code: |

I. Course Objectives:

1. To develop the student's knowledge of the English language and its basic structures
2. To provide the student with the criteria that will help him understand English
3. To build the student's confidence by expressing himself in English without making unacceptable mistakes

II. Course Syllabus:

1. Definite and indefinite articles: uses and differences
2. Nouns: types and uses
3. Adjectives and pronouns: demonstrative adjectives and pronouns, quantitative adjectives and pronouns, adjectives and pronouns
4. Interrogative adjectives and pronouns, interrogative adverbs
5. Possessive adjectives and pronouns and other types of adjectives and pronouns
6. Relative pronouns and clauses

III. References:

1. Azar, B. S. (2003). Fundamentals of English Grammar (3rd Edition). New York: Longman
2. Grammar Dimensions (2002). Boston: Thomson
3. Schoenberg, I. 2006. Focus on grammar: An integrated skills approach. Third edition. Longman.

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Course Title: Listening & Speaking (1)

Level: (1)

Number of Units: 3

Number Code:

Letter Code:

This course is designed for students who have had little or no exposure to English as spoken by its native speakers.

I. **Course Objectives:** Students will be able to:

1. understand native speakers' everyday English.
2. use English to express themselves in specific situations

II. **Course Syllabus:**

1. Listening Skills: getting the main idea, identifying stressed words, understanding reduced forms, guessing information from context. listening for numbers. understanding instructions. recorded messages. directions. weather reports.
2. Conversation: giving personal information, riding the bus, describing clothes, leaving messages, giving advice, making requests, accepting and refusing invitations, expressing opinion, greeting and disgreeting

III. **Reference:**

1. Thrush, Emily Austin et al (2002). Interactions Access: A listening/Speaking Book, USA. McGraw Hill.
2. Richards, J. 2003. Basic tactics for listening. Oxford. Oxford University Press.

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| Course Title: Pronunciation (1) | Level (1) | |
| Number of Units: 2 | Number Code: | Letter Code: |

I. Course Objectives:

This course is designed to teach students articulatory phonetics. It introduces speech organs, sounds – consonants and vowels --, and phonetics symbols. It teaches description of sounds in terms of place of articulation and manner of articulation.

II. Course Syllabus:

1. Articulatory phonetics
2. Speech sounds: production, and perception
3. Vowels and consonants
4. The vocal tract and places and manners of articulations

III. References:

1. The Egyptian International Publishing Company – Longman (1999), A University Course in Practical Phonetics.
2. Roach, P. (1994). English Phonetics and Phonology. Cambridge University Press.
3. Printed Material.
4. Richards, J. 2003. Basic tactics for listening. Oxford. Oxford University Press.

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Course Title: Reading (1)

Level: (1)

Number of Units: 3

Number Code:

Letter Code:

I. Course Objectives: Students will be able to:

1. select reading material that is appropriate to their level
2. enjoy what they read on their own
3. read faster
4. recognize the main idea
5. make inference and draw conclusions
6. improve their reading comprehension

II. Course Syllabus:

1. Reading Comprehension Skills: scanning identifying specific details, understanding grammatical clues: subject, verb, pronoun, etc., inference, comparisons
2. Reading Assignments: selected texts (e.g. simplified short stories or scientific texts from junior encyclopedias) are given to the students as home assignments and discussed in class later.
3. Reading for Pleasure: students are acquainted with *graded readers* which they learn to choose and read to enjoy and to improve their vocabulary

III. References:

1. Mickulecky, Beatrice S. and Linda Jeffries, 1998, *Reading Power*, USA, Addison Wesley Longman.
2. Lee. Linad and Barbara Bushby. 2000. *Thoughts and Notions*. USA. Heinle & Heinle.
3. Lee, Lenda and Erik Gunderson, 2004, *Selected Readings*, USA, Oxford University Press.
4. Sonka, L. Amy, 1981, *Skillful Reading*, USA, Prentice Hall Regents.
5. Driscoll, L. 2008. Real reading 1 with answers. Cambridge. Cambridge University Press

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Course Title: Writing (1)

Level: (1)

Number of Units: 3

Number Code:

Letter Code:

I. Course Objectives: Introducing the students to:

1. The sentence structure as a writing unit
2. The various ways of developing the topic sentence into a paragraph
3. the way of writing a paragraph

II. Course Syllabus:

1. Forms of the topic
2. Forming the topic sentence
3. How to develop the sentence into a paragraph
4. Gathering the materials for developing the topic sentence

III. Reference:

1. Amvelete, M & Barrel. (1998). Paragraph Development. New Jersey: Prentice Hall.
2. Smoke, T. (1998). A writer's Workbook: An interactive writing Text for ESL Students. Cambridge: Cambridge University Press.
3. Ried, Joy. (1997). Basic Writing.
4. Miller, J., R Cohen. 2006. Reason to Write: Strategies for Success in Academic Writing. Oxford. Oxford University Press.

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Diploma of English Language / Level 2

Center of Community Services and Continuing Education

Course Title: Grammar (2)

Level: (2)

Number of Units: 2

Number Code:

Letter Code:

I. Course Objectives:

1. To develop the student's knowledge of the English language and its basic structures.
2. To provide the student with the criteria that will help him understand English.
3. To build the student's confidence by expressing himself in English without making unaccepted mistakes

II. Course Syllable:

1. The adverb: Types and uses.
2. Prepositions and their positions in the sentence.
3. Coordinating conjunctions.
4. The gerund and its different uses.
5. The infinitive and its different uses.
6. Differences between the gerund and the infinitive

III. References:

1. Azar, B.S (2003). Fundamentals of English Grammar (3rd Edition). New York: Longman.
2. Focus on Grammar 4 (Student's book and Workbook)
3. Peterson, P.W. (1980). Changing Times, Changing Tenses. Washington, D.C.: English Teaching Division, USIA.
4. Mosaic 1: Grammar (2002). 4th Edition. London: McGraw-Hill
5. Grammar Dimensions (2000). Boston: Thomson

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Center of Community Services and Continuing Education

Course Title: Listening & Speaking (2)

Level: (2)

Number of Units: 2

Number Code:

Letter Code:

I. Course Objectives:

Strengthening the student's skills in the following:

1. Conversation and comprehension.
2. Differentiating between the main ideas and the secondary ones while continuing in conversation.
3. Imagining the events of the conversational subjects.
4. Extracting ideas from what is spoken.
5. Expecting what the speaker will say about the concept talked about

II. Course Syllable:

The students will practice for the following skills through carefully selected recorded texts with either high or intermediate levels:

1. Understanding the main idea.
2. Understanding and presenting instructions.
3. Understanding and presenting suggestions.
4. Self-expression and asking others about their opinions.
5. Starting conversation.
6. Participating in conversation.
7. Preludes for oral suggestions.
8. Asking others about what was talked about

III. References:

1. Solorzano, Helen S. & Jennifer P.L. Schmidt. (2000). Focus on Listening and Speaking. London : Longman.
2. Mosaic 1: Listening. (2002) London: McGraw-Hill

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Course Title: Reading (2)

Level: (2)

Number of Units: 3

Number Code:

Letter Code:

I. Course Objectives:

Increasing the students' skills in the following:

1. Developing the students' skills in reading and understanding the written text at the intermediate and advanced levels.
2. Increasing the students' vocabulary and expressions.
3. Increasing the students' ability in reading comprehension.

II. Course Syllable:

To train the students to read and comprehend the written texts through studying carefully selected texts with intermediate and advanced levels to achieve the following:

1. Understanding the main idea in the text.
2. Understanding the main idea in each paragraph.
3. Specifying the main sentence.
4. Understanding the meaning of words from the context.
5. Understanding the meaning of words by analyzing them.
6. Searching for information in the text.
7. Specifying the key concepts in the text.
8. Understanding the inferences, details, and the structure of the text.
9. Speed reading.
10. Differencing between facts, theories and opinions.
11. Inferring the context from titles, subtitles, drawings, and tables.
12. Reading and understanding different kinds of drawings and tables.
13. Punctuation.

III. References:

1. Kirn, Elaine and Pamela Hartmann. (2002). Interactions 2: Reading. (4th International Edition). London: McGraw-Hill.
2. Howe, H.&P.L.Kirkpatrick. (1999). Advance with English(1). Oxford University Press.

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| Course Title: Writing (2) | Level: (2) | |
| Number of Units: 3 | Number Code: | Letter Code: |

I. Course Objectives:

1. Introducing the student to different types of paragraphs like comparison and contrast, and cause and effect.
2. Training students on the stages of writing a paragraph (like pre-writing stage, writing stage, reviewing and editing stage, and noticing the interrelations between these stages)while concentrating on paragraph unity in form and content.

II. Course Syllable:

This course continues to train students on the various techniques of developing the topic sentence into a complete paragraph through the following:

1. Enumeration: ways and types.
2. Writing on subjects and concentrate on "how" things are performed.
3. Arranging ideas ascendingly.
4. Arranging ideas descendingly.
5. Comparison: its structure and meaning.
6. Contarst: its structure and meaning.
7. Cause and effect: ways and types.
8. Differentiating between the main idea and supporting detail

III. References:

1. Smoke,T.1998. A Writer's Workbook: An Interactive Writing Text for ESL Students. Cambridge University Press.
2. Jordan, R.1996. Academic Writing Course.
3. Miller& Cohen. 1998. Focus on Reading & Writing. Longman

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Diploma of English Language / Level 3

Center for Community Services and Continuing Education

Course Title: Listening & Speaking (3)

Level: (3)

Number of Units: 3

Number Code:

Letter Code:

I. Course Objectives:

Increasing the students' skills in the following:

1. Conversation and comprehension.
2. Differentiating between the main ideas and the secondary ones while continuing in conversation.
3. Imagining the events of the conversational subjects.
4. Extracting ideas from what is spoken.
5. Expecting what the speaker will say about the concept talked about

II. Course Syllabus:

The students will practice for the following skills through carefully selected recorded texts in accordance with the students' level:

1. Expressing personal opinions.
2. Showing disagreements in opinion.
3. Asking questions during the conversation.
4. Expressing surprise and astonishment.
5. Asking for examples and providing examples.
6. Arranging the ideas according to the priority.
7. Paraphrasing the text by using different words
8. Supporting the personal opinion.
9. Hesitation in answering the questions.
10. Expressing dissatisfaction

III. References:

1. Solorzano, Helen S. & Jennifer P.L. Schmidt. (2000) Focus on Listening and Speaking. London: Longman.
2. Mosaic II: Listening. (2002). 4th Edition. London: McGraw-Hill

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Course Title: Pronunciation (2)

Level: (3)

Number of Units: 3

Number Code:

Letter Code:

I. Course Objectives:

This course is a continuation of Pronunciation1 in the first semester. It emphasizes phonemic and phonetic transcription of words and phrases using International Phonetic Alphabets. It helps students identify and overcome their phonetic problems. Further, it aims at teaching students strong and weak forms, stress and intonation. It introduces types of stress, stress assignment, and intonation contours or levels in the pitch of the voice.

II. Course Syllabus:

1. Phonemic and phonetic transcription.
2. Phonemes and allophones of English.
3. The syllabus.
4. Stress and intonation.

III. References:

1. Ladefoged, P. (1993). A course In Phonetics. 3rd ed. Harcourt Brace.
2. Partor, C. H. & Robinett, B. W. (1985). Manual of American English Pronunciation. 3rd ed. Holt and Rinehart.
3. Pullum, G. & Ladusaw, W. (1986). Phonetic Symbol Guide, University of Chicago Press.
4. Roach, P. (1994). English Phonetics and Phonology. Cambridge University Press.

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Course Title: Reading (2)

Level: (3)

Number of Units: 2

Number Code:

Letter Code:

I. Course Objectives:

increasing the students' skills in the following:

1. Developing the students' skills in reading and understanding the written text at the intermediate and advanced levels.
2. Increasing the students' vocabulary and expressions
3. Increasing the students' ability in reading comprehension

II. Course Syllabus:

To train the students to read and comprehend the written text through studying carefully selected texts with intermediate and advanced levels to achieve the following:

1. Understanding the main idea in the text.
2. Understanding the main idea in the paragraph.
3. Specifying the main sentence.
4. Understanding the meaning of words from the context.
5. Understanding the meaning of words by analyzing them.
6. Searching for information in the text.
7. Specifying the key concepts in the text.
8. Understanding the inferences, details, and the structure of the text.
9. Speed Reading.
10. Differentiating between facts, theories and opinions.
11. Retrieving the information from the text and remembering them.
12. Searching for the different viewpoints in the text.
13. Specifying the supporting details and the examples.
14. Forming the conclusions after reading the text.
15. Deducing the events in the story and specifying the place, time, and the characters and the interaction among them

III. References:

1. Wegmann, Brenda & Miki Knezevic. (2002) *Mosaic 1: Reading*. (4th International Edition). London: McGraw-Hill.
2. Smith, Lorraine C. & Nancy Nici-Mare. (1997) *Topics for Today: An Advanced Reading Skills Text* 2nd Edition. New York: Heinle & Heinle Publishers.
3. *Short Stories for Creative Language Classrooms*

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| Course Title: Introduction to Translation (1) | Level: (3) |
| Number of Units: 2 | Number Code: |
| | Letter Code: |

I. Course Objectives:

1. Highlighting the importance of translation with special reference to the transference of technology and modern advancements in scientific disciplines;
2. Reviewing the different types of translation; and
3. Introducing major problems confronted by the translator: cultural and linguistic.

II. Course Syllabus:

1. Meaning of translation.
2. History of translation.
3. Types of translation: written, and oral.
4. Terminology: definition, problems involved, bands of specialized terms and idioms.
5. Major differences between English and Arabic on the linguistic and cultural levels.
6. Bilingual dictionaries: types and domains; and
7. Practical translation of basic sentences with simple structures.

III. References:

1. Newmark, P. (1981), Approaches to Translation, Oxford University Press
2. Bell, R. (1990), Translating & Translation
3. Baker Mona, (1994), In Other Words: A Course Book on Translation. London and New York: Routledge.
4. Hatim, B. and Masonm I. (1990), Discourse and the Translation. London and New York: Longman

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| Course Title: Translation Applications (1) | Level: (3) |
| Course Units: 4 | Number Code: |
| | Letter Code: |

I. Course Objectives:

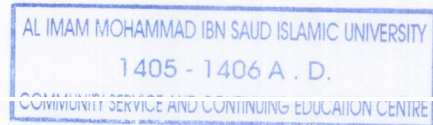
1. Developing bi-directional skills (English/Arabic/English).
2. Training in at-sight translation

II. Course Syllabus:

1. Methodology and mechanics of at-sight translation.
2. Language skills involved in at-sight translation.
3. Analyzing spoken and written texts for translation purposes.
4. Training in acceleration, accuracy appropriacy of at-sight translation, and
5. Linguistic and Cultural contrasts between the source language and the target language and their impact on the transference of the intended meaning.

III. References:

1. Catford, J. C. (1995). A Linguistic Theory Translation, Oxford University Press.
2. Duff, A. (1992). Translation, Hong Kong: Oxford University Press.
3. Larson, M. (1999). Meaning-Based Translation, University Press of America.
4. Newmark, P. (1988). A Textbook of Translation, UK: Prentice Hall International Ltd.
5. Nadia, E. A. and Taber, C. (1969). Theory and Practice of Translation, Brill: Leiden.





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Course Title: Writing (3)

Level: (3)

Number of Units: 3

Number Code:

Letter Code:

I. Course Objectives:

1. Training on the three essay-writing stages: pre-writing, writing, and editing and their interrelatedness.
2. Introducing the different types of essays: like the descriptive, narrative, argumentative, and academic essays.
3. Training students to write descriptive essays

II. Course Syllabus:

The students are practically trained in essay writing, through the following:

1. Main parts of the essay:
 - a) The introduction and its types.
 - b) The body.
 - c) The conclusion and its types
2. The descriptive essay

III. References:

1. Reid, Joy. 1988. *The Process of Composition*. New York: Prentice Hall
2. Smoke, T. 1998. *A Writer's Workbook: An Interactive Writing Text for ESL Students*. Cambridge: Cambridge University Press.
3. Clenchy, J. & Brigid Ballard. *How to Write Essays: A Practical Guide for Students*.

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Diploma of English Language / Level 4

Center for Community Services and Continuing Education

Course Title: Advanced Translation

Level: (4)

Number of Units: 2

Number Code:

Letter Code:

I. Course Objectives:

1. Intensive training in written translation with specific reference to translation from Arabic to English
2. Enhancing basic skills in written translation, and
3. Promoting further awareness of linguistic and cultural problems

II. Course Syllabus

1. Translating short texts of the so-called “non-technical” prose: texts with simple structures characterized by a single operator.
2. Translating relatively longer texts of the previous type.
3. Translating specialized texts, gradation in formality and grammatical structures to be considered.
4. Introducing the concept of translation equivalence, and
5. Differences between “lexical meaning” and “communicative meaning”.

III. References:

1. Larson, M. (1999). Meaning-Based Translation, University Press of America.
2. Baker Mona, (1994). In Other Words: A Course Book on Translation. London and New York: Routledge.
3. Hatem, B. and Masonm H. (1990). Discourse and Translation. London and New York: Longman.

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| Course Title: Advanced Writing | Level: (4) | |
| Number of Units: 2 | Number Code | Letter Code: |

I. Course Objectives.

1. Training the student in writing the narrative essay
2. Increasing the student's skill in writing different essays that carry the features of an essay
3. Increasing the student's attention on the essay's content, main idea and citing the appropriate evidence

II. Course Syllabus:

1. The descriptive essay.
2. Main ideas.
3. Citation.

III. References:

1. O'Donnell, T. 1993, Independent Writing, CUP.
2. Starkey, D. 1998, Teaching Writing Creativity. Boynton/Cook Publication.

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Course Title: Basic Morpho-Syntax

Level: (4)

Number of Units: 3

Number Code:

Letter Code:

I. Course Objectives:

The course is intended to introduce morphemes necessary for constructing well-formed simple sentences. It also aims at teaching students syntactic analysis and syntactic rules posited within phrase structure grammar and transformational-generative grammar. The structure of such sentences as statements, negative sentences, yes-no questions, possessives, there insertion, double-object constructions, and reflexification should be syntactically analyzed.

II. Course Syllabus:

1. A brief overview of the goals of linguistic theory and grammatical description
2. Parts of speech.
3. Syntactic structures
4. The nature of vocabulary and its nature in the structure of sentences.

III. References:

1. Brown, E. K. & Miller, J. E. (1991). *Syntax: A Linguistic Introduction to Sentence Structure*. 2nd ed. Happer Collins.
2. Eckersley, C. E. & Eckersley, J. M. (1997). *A Comprehensive English Grammar*. Longman.
3. Greenbaum, S. *Introduction to English Grammar*. Longman.
4. Linda Thomson (1993). *Beginning Syntax*. Blackwell.
5. Roderick A. Jacobs (1995) *English Syntax: A Grammar for English Language Professionals*. Oxford American English

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COMMUNITY SERVICE AND CONTINUING EDUCATION CENTRE



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|--------------------------------|---------------------|---------------------|
| Course Title: Semantics | Level (4) | |
| Number of Units: 2 | Number Code: | Letter Code: |

I. Course Objectives.

This course introduces semantic concepts and semantic analysis. It teaches types of meanings, sentence, utterance, sense relations, (e.g. synonymy, hyponymy, homonymy, contradiction, and ambiguity) reference, referring, expressions, predicates, deixis, and word meaning.

II. Course Syllabus:

1. Defining Semantics
2. Kinds of meaning
3. Semantic terms and lexical structures
4. Dictionaries and dictionary meaning of words

III. References:

1. Baldinger, Kurt (1980). Semantic Theory. Oxford: Basil and Blackwell.
2. Hartford, James R. and Heasley Berndan. (1980). Semantics: A Coursebook. Cambridge, UK: Cambridge University Press.



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| Course Title: Translation Application (2) | Level: (4) | |
| Number of Units: 4 | Number Code: | Letter Code: |

I. Course Objectives:

1. Practical training in real-life situation of translation
2. Professional orientation in the application of acquired skills in translation

II. Course Syllabus:

1. The student is assigned and booklet, a lengthy essay or a report to translate and submit to the instructor in a presentation form at a specific deadline. Should the assignment involve the translation of a whole book, the task is divided between a number of students, each with an equal share; the entire work must be submitted by the various participants in bound form. Prior approval by the instructor of the subject matter and the length of the assigned work is a must. The recommended number of pages to be translated by each student is fifteen. One or more weekly office hours should be made available to the students in order to discuss with him their instructor the problems they encounter during the translation process; and hence directives suggested solutions are offered.
2. Field training in translation at the public and private sectors; the center is responsible for the coordination of access procedures and formalities.

III. References:

Selection of references is to be decided by the instructor in accordance with the arising needs and requirements of both the students and the course.

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