

LEVEL THREE

Applied Grammar (1)

Description

Course number & Code: Arab 151

Course title: **Applied Grammar** / Contact hours: 3

This course emphasizes two aspects: the theoretical aspect and the applied aspect. In the theoretical aspect students learn the basic grammatical concepts such as definiteness, indefiniteness masculine, and feminine. They are also familiarized with different patterns of basic sentences, as well as the different structures of verbal sentences. In the applied aspect of the course, students are given exercises dealing with each of the basic grammatical concepts, as well as nominal and verbal sentences. They also analyze sentences into their components through contemporary prose texts.

Applied Morphology (1)

Description

Course number & Code: Arab 158

Course title: **Applied Morphology** / Contact hours: 3

In the theoretical part of this course, the morphology of verbs are studied. This includes types of sound verbs, types of weak verbs (verb containing semi-vowels), un-augmented verbs, augmented verbs, affixes and their meanings, inflectional verbs, a-plastic verbs, transitive and intransitive verbs and pronominal affixation to verbs. In the applied part of the course, students are given exercises related to the above morphological verb variations through continuous prose texts.

Computer Application in Translation (1)

Description

Course number & Code: CS 214

Course title: **Computer Application in Translation (1)**/ Contact hours: 2

This course aims at raising students' awareness of the importance of the computer and its various applications particularly in translation. It also aims at helping the students identify the components of the computer through DOS and Windows as well as at installing,

running and managing basic computer programs and applications such as word processing, spreadsheets, graphics and Arabic support applications and utilities related to translation.

Writing

Description

Course number & Code: Najd 218

Course title: **Writing III** (Level Three) / Contact hours: 3

Textbook: *MOSAIC ONE*

(Prerequisite: Writing II)

Chapters to be covered: 8 to 10

Content and objectives

Writing III represents a smooth transition from the paragraph to the essay proper. It concentrates on the essential form and function of the essay and prepares the ground for the academic essay. Focus is on the thesis statement and its contribution to the cohesion and coherence of the whole essay. Particular importance is given to description and argumentation which includes comparison, discussion of cause and effect, and speculation. Students are trained to summarize, paraphrase, quote, and generate thought. They are instructed to observe the major stages in the writing process, namely pre-writing, drafting, revising, and editing.

The general objective of this course is to further develop the students' ability to write and to refine their writing techniques in terms of more sophisticated lexis and constructions. The focus on the paragraph will very soon shift to the essay. The specific objectives include 1) highlighting the essential form and function of an essay, 2) reinforcing the idea of thesis statement, 3) illustrating the various means of introducing material to support an argument. The content of the course will include the following: 1) Introductory paragraph and thesis statement, 2) Development of the body paragraphs from the introduction, 3) Summary of the ideas/arguments in a concluding paragraph, 4) Provision of supporting material in the form of examples, facts, statistics, etc.

Methodological tips

The methodology followed concentrates on a student-centered approach. In other words, the teacher elicits information from the students and guides rather than instructs them. The students are encouraged to draw on their own knowledge of lexis, grammar/construction and upon their own experience in using the language.

Weekly schedule and skills

Weeks 1-2

Chapter One

Topic:	New Challenges
Rhetorical function:	Describing impressions
Organization Skills:	The paragraph, the topic sentence, supporting details
Writing Processes:	Editing for topic sentence

Weeks 3-4

Chapter Three

Topic:	Relationships
Rhetorical Functions:	Describing and comparing

Organization Skills: From paragraph writing to essay writing
Writing Processes: Producing an outline; revising and redrafting

Weeks 5-6

Chapter Four

Topic: Health and Leisure
Rhetorical functions: Discussing cause and effect, arguing
Organization Skills: The thesis statement and supporting ideas
Writing Processes: Editing for thesis statement and supporting ideas; revising and redrafting

Midterm test

Weeks 7-8

Chapter Five

Topic: High Tech Low Tech
Rhetorical Functions: Comparing advantages and disadvantages, arguing
Organization Skills: Essay introduction, essay development, Quoting and paraphrasing
Writing Processes: Editing for introduction, thesis statement and supporting ideas; revising and redrafting

Weeks 9-11

Chapter Six

Topic: Money matters
Rhetorical Functions: Discussing, arguing, speculating

Midterm test

Organization Skills: Paragraph coherence through pronouns, key words and paraphrasing; essay conclusion
Writing Processes: Editing for paragraph coherence and conclusion; revising and redrafting

Weeks 12-14

Chapter 10

Topic: Crime and punishment
Rhetorical Functions: Arguing: dealing with controversial issues
Organization Skills: Exposing weaknesses in opposing arguments, summarizing
Using conditional sentences and relative clauses
Writing Processes: Editing for unity, organization, coherence, and details; revising and redrafting

Final exam

Listening

Description

Course number & Code: Najd 241

Course title: **Listening III** (Level Three) / Contact hours: 2

Textbook: *MOSAIC ONE*

(Prerequisite: Listening II)

Chapters to be covered: 6 to 8

Content and objectives

The Listening component of this course aims at training students to understand recorded audio-visual materials of more complex texture and structure than previously taught. These materials will be in the form of conversations, lectures or texts dealing with different topics of interest as they appear in the assigned textbook. An attempt is made to introduce students to certain idioms and idiomatic expressions. Particular attention is given to training students to infer the meaning through a study of context with more emphasis on intonation and tone of speech.

Skills

Taking notes on specific information
Inferring main ideas
Identifying stated illocutionary forces
Inferring illocutionary forces
Following instructions
Writing an outline
Producing a summary
Retention of information
Retrieval of information

Weekly schedule

Weeks 1, 2, 3

Chapter One: New Challenges

Weeks 3, 4, 5

Chapter Two: Looking at Learning

Weeks 5, 6

Chapter Three: Relationships

Midterm test

Weeks 7, 8

Chapter Four: Health and Leisure

Weeks 9, 10

Chapter Five: High Tech Low Tech

Weeks 11, 12

Chapter Six: Money Matters

Midterm test

Weeks 13 & 14

Chapter Seven: Remarkable Individuals

Final Exam

Reading III

Description

Course number & Code: Najd 251

Course title: **Reading III** (Level Three) / Contact hours: 3

Textbook: *MOSAIC ONE*

(Prerequisite: Reading II)

Chapters to be covered: 8 to 10

Content and objectives

The course aims at training students to improve reading speed and efficiency. Students are trained in intensive reading and analysis of texts of varying complexity in different genres - e.g. fiction, essay, biography, poetry - and types, e.g. description, narration, exposition. Its major objective is comprehension of texts stimulated through a variety of questions and exercises and through reading strategies directed at understanding the structure and organization of the reading selections. An attempt is made at trying to unravel and to interpret the author's point of view through the mechanics of the text as a whole and through the uses of vocabulary in context. The selected texts give the students additional dimensions in appreciating varieties across, and similarities between, societies and cultures. They represent a very interesting prelude to the comparative culture.

Skills

The Reading comprehension course seeks to foster among students the following skills.

Discovering writer's point of view

Reacting to text content and message

Intensive reading

Extensive reading

Understanding vs. interpreting a text

Sub-skills

Making predictions

Varying reading speeds

Understanding word meaning by relying on immediate context in the text

Understanding word meaning by relying on overall meaning in the text

Making use of background knowledge

Making inferences

Weekly schedule

Weeks 1&2

Chapter One: New Challenges

Texts: Living in the USA

My Country

Weeks 3&4

Chapter Two: Looking at Learning

Texts: How to Read Faster

Timed Reading

How to Take Tests : Scoring What You're Worth

Weeks 4&5

Chapter Five: High Tech, Low Tech

Texts: Wired World Leaves Millions Out of the Loop
Tracks to the Future

Midterm test

Weeks 6&7

Chapter Eight: Creativity

Texts: Guggenheim Museum USA
We can't Just Sit Back and Hope
Are men More Creative than Women

Week 8

Chapter Nine: Human Behavior

Text: Ethnocentrism

Weeks 9 &10

Chapter Ten: Crime and Punishment

Texts: Soapy Smith
Eye Witness

Midterm test

Weeks 11 & 12

Chapter Eleven: The Physical World

Texts: Touch the Earth: A Chief's Response

Weeks 13 & 14

Chapter Twelve: Together on a Small Planet

Text: Books
Three Days to See

Final Exam

Speaking

Description

Course number & Code: Najd 271

Course title: **Speaking III** (Level Three)/ Contact hours: 2

Textbook: MOSAIC ONE

(Prerequisite: Speaking II)

Chapters to be covered: 6 to 8

Content and Objectives

The Speaking component of this course aims at developing students' abilities to enhance and broaden their speaking skills. The main objective remains the training of students in the mechanics and ways of conversation and the ways to organize ideas, taking into consideration contextual factors such as the speech situation, participants, the place and subject of discussion. The students are trained to improvise public speaking, run discussions and debates and learn etiquette of speech. The students are encouraged to make notes of construction/vocabulary items/idioms that arise in the course of the talk, and to show how these can be developed into a more sophisticated level of language.

Skills

Using some very brief written notes when speaking

Managing to maintain one's audience interested

Developing an argument in a short presentation

Managing time in a presentation

Respecting the principles of politeness and using appropriate politeness formulae

Using appropriate paralinguistic expressions while speaking

Asking questions and making comments after listening to a short expose

Weekly schedule

Weeks 1, 2, 3

Chapter One: New Challenges

Weeks 3, 4, 5

Chapter Two: Looking at Learning

Weeks 5, 6

Chapter Three: Relationships

Midterm test

Weeks 7, 8

Chapter Four: Health and Leisure

Weeks 9, 10

Chapter Five: High Tech Low Tech

Weeks 11, 12

Chapter Six: Money Matters

Midterm test

Weeks 13 & 14

Chapter Seven: Remarkable Individuals

Final Exam

Note: Teachers are not requested to do all the exercises in each unit in class. Some exercises that contribute to the building up of students' vocabulary and grammar could be assigned as homework.

Grammar

Description

Course number & Code: Najd 298

Course title: **Grammar III** (Level Three) /Contact hours: 2

Textbook: *MOSAIC ONE* / GRAMMAR

Prerequisite: Grammar II

Chapters to be covered: 6 to 8

Content and objectives

The course seeks to deepen students' knowledge of major grammatical components, particularly with reference to the analysis of complex sentences. The main objective is to include grammatical elements such as tools of emphasis, cohesive devices and conjunctive elements, relative pronouns, passive forms in the different tense frames, appositive constructions, modals of attitude, gerund and infinitive constructions. Students are trained to identify and produce examples of such forms and patterns with a view to using them in the construction of complex sentences and building them in cohesive and coherent essays. Thus the grammar course seeks to contribute to the improvement of students' writing, speaking, listening, and reading skills.

Weekly schedule and Skills

Weeks 1 & 2

Chapter One: An Overview of the Tense Systems

Chapter Two: The Simple Present and Continuous Tenses
The Present Perfect Continuous

Weeks 3 & 4

Chapter Three: The Simple Past, The Past Continuous, The Present Perfect Tense With Unspecified Past Tense.
Present tense with Future Meaning, the Future Continuous, the Future Perfect and Future Perfect Continuous Tenses
Habitual Past, the Future in the Past
The Past Perfect and the Past Perfect Continuous

Week 5 Revision and consolidation exercises

Midterm test

Week 6

Chapter 4: Modals and their uses as speech acts, as expressions of possibility and probability

Weeks 7 & 8

Chapter 7: Gerunds and their various uses

Weeks 9, 10 & 11

Chapter 9: Clauses with *that*, *when*, and *where*
Restrictive and non-restrictive clauses
Clauses with *whom*, *which*

Clause to Phase Reduction

Midterm test

Weeks 12 & 13

Chapter 11: Clauses and Related Structures of Cause, Purpose, and Effect or Result
Clauses and Related Structures of Contrast: Concession and Opposition
Clauses of Result

Week 14: Revision and Consolidation exercises

Note: *UNDERSTANDING AND USING ENGLISH GRAMMAR*, 3rd edition, has been introduced on an experimental basis. Teachers of grammar at this level have felt that the textbook in use does not give enough emphasis to phrases and clauses in complex and compound sentences. The two books could be used to achieve the aims of the course.