

Annex 1: Two-Course Syllabi



Philadelphia University

Faculty of Engineering

Department of Computer Engineering

Second semester, 2009/2010

Course Syllabus

Course Title: Special Topics in Computer and Software Engineering	Course code: 630593
Course Level: 5 th	Course prerequisite (s) : Dept. Approval Corequisite (s): -----
Lecture Time: 08:15-09:45 (M-W)	Credit hours: 3

Academic Staff Specifics

Name	Rank	Office Number and Location	Office Hours	E-mail Address
Dr. Qadri Hamarsheh	Assistant professor	E712	09:00-10:00 (Sun-Tue-Thu) 11:15-12:15 (Mon-Wed)	qhamarsheh@philadelphia.edu.jo

Prerequisite: Students are expected to have knowledge in linear signals and systems, 1-D Fourier Transform, basic linear algebra, basic probability theory and basic programming techniques; knowledge of Digital Signal Processing is desirable and working knowledge of Matlab.

Course module description: This course is designed to give undergraduate students all the fundamentals in 2-D digital image processing with emphasis in image processing techniques, image filtering design and applications.

Course module objectives:

This module aims to:

- Develop a theoretical foundation of fundamental Digital Image Processing concepts.
- Provide mathematical foundations for digital manipulation of images; image acquisition; preprocessing; segmentation; Fourier domain processing; and compression.
- Gain experience and practical techniques to write programs using MATLAB language for digital manipulation of images; image acquisition; preprocessing; segmentation; Fourier domain processing; and compression.

Course/ module components

• **Books (title , author (s), publisher, year of publication)**

Title: “Digital Image Processing”.

Author(s)/Editor(s): R. C. Gonzalez and R. E. Woods.

Publisher: Pearson-Prentice-Hall, 2008

ISBN: 0-13-168728-x, 978-0-13-168728-8

Edition: third.

Title: “Digital Image Processing using Matlab”.

Author(s)/Editor(s): R. C. Gonzalez, R. E. Woods, S. L. Eddins.

Publisher: Pearson-Prentice-Hall, 2004

ISBN: 0-13-008519-7

Edition: 2nd .

Teaching methods:

Duration: 16 weeks, 48 hours in total

Lectures: 34 hours, 2 per week + two exams (two hours)

Tutorial in the Lab.: 11 hours,

Seminar: 3 hours, (last week)

Assignments: 4 Assignments

Project: One Digital Image Processing Application.

Learning outcomes:

• **Knowledge and understanding**

1. Have a clear understanding of the principals the Digital Image Processing terminology used to describe features of images.

2. Have a good understanding of the mathematical foundations for digital manipulation of images; image acquisition; preprocessing; segmentation; Fourier domain processing, compression and analysis.
 3. Be able to write programs using Matlab language for digital manipulation of images; image acquisition; preprocessing; segmentation; Fourier domain processing; and compression.
 4. Have knowledge of the Digital Image Processing Systems.
 5. Be able to understand the documentation for, and make use of, the MATLAB library and MATLAB Digital Image Processing Toolbox (IPT).
 6. Learn and understand the Image Enhancement in the Spatial Domain.
 7. Learn and understand the Image Enhancement in the Frequency Domain.
 8. Understand the Image Restoration, Compression, Segmentation, Recognition, Representation and Description.
- **Cognitive skills (thinking and analysis).**
 1. Be able to use different digital image processing algorithms.
 2. Be able to design, code and test digital image processing applications using MATLAB language.
 3. Be able to use the documentation for, and make use of, MATLAB library and MATLAB Digital Image Processing Toolbox (IPT).
 4. Analyze a wide range of problems and provide solutions related to the design of image processing systems through suitable algorithms, structures, diagrams, and other appropriate methods.
 5. Practice self-learning by using the e-courses and web materials.
 - **Communication skills (personal and academic).**
 1. Display personal responsibility by working to multiple deadlines in complex activities.
 2. Be able to work effectively alone or as a member of a small group working on some programming tasks.
 - **Practical and subject specific skills (Transferable Skills).**
 1. Plan and undertake a major individual image processing project.
 2. Be able to work effectively alone or as a member of a small group working on some programming tasks.
 3. Be able to write programs in Matlab language for digital manipulation of images; image acquisition; preprocessing; segmentation; Fourier domain processing; and compression.
 4. Prepare and deliver coherent and structured verbal and written technical reports
 5. Use laboratory equipment effectively.
 6. Use the scientific literature effectively.

Course Intended Learning Outcomes									
A - Knowledge and Understanding									
A1.	A2.	A3.	A4.	A5.	A6.	A7.	A8.		
B - Intellectual Skills									
B1.	B2.	B3.	B4.	B5.	B6.	B7.	B8.	B9.	
C - Practical Skills									
C1.	C2.	C3.	C4.	C5.	C6.	C7.	C8.	C9.	C10.
D - Transferable Skills									

D1.	D2.	D3.	D4.	D5.	D6.	D7.

Assessment instruments

<u>Allocation of Marks</u>	
Assessment Instruments	Mark
First examination	20%
Second examination	20%
Final examination: 50 marks	50%
Reports, research projects, Quizzes, Home works, Projects	10%
Total	100%

** Make-up exams will be offered for valid reasons only with consent of the Dean. Make-up exams may be different from regular exams in content and format.*

Documentation and academic honesty

Practical Submissions

The assignments that have work to be assessed will be given to the students in separate documents including the due date and appropriate reading material.

Documentation and Academic Honesty

Submit your home work covered with a sheet containing your name, number, course title and number, and type and number of the home work (e.g. tutorial, assignment, and project).

Any completed homework must be handed in to my office (room E712) by 13:00 on the due date. After the deadline "zero" will be awarded. You must keep a duplicate copy of your work because it may be needed while the original is being marked.

You should hand in with your assignments:

- 1- A printed listing of your test programs (if any).
- 2- A brief report to explain your findings.
- 3- Your solution of questions.

For the research report, you are required to write a report similar to a research paper. It should include:

- **Abstract:** It describes the main synopsis of your paper.
- **Introduction:** It provides background information necessary to understand the research and getting readers interested in your subject. The introduction is where you put your problem in context and is likely where the bulk of your sources will appear.

- **Methods (Algorithms and Implementation):** Describe your methods here. Summarize the algorithms generally, highlight features relevant to your project, and refer readers to your references for further details.
- **Results and Discussion (Benchmarking and Analysis):** This section is the most important part of your paper. It is here that you demonstrate the work you have accomplished on this project and explain its significance. The quality of your analysis will impact your final grade more than any other component on the paper. You should therefore plan to spend the bulk of your project time not just gathering data, but determining what it ultimately means and deciding how best to showcase these findings.
- **Conclusion:** The conclusion should give your reader the points to “take home” from your paper. It should state clearly what your results demonstrate about the problem you were tackling in the paper. It should also generalize your findings, putting them into a useful context that can be built upon. All generalizations should be supported by your data, however; the discussion should prove these points, so that when the reader gets to the conclusion, the statements are logical and seem self-evident.
- **Bibliography:** Refer to any reference that you used in your assignment. Citations in the body of the paper should refer to a bibliography at the end of the paper.
- **Protection by Copyright**
 1. Coursework, laboratory exercises, reports, and essays submitted for assessment must be your own work, unless in the case of group projects a joint effort is expected and is indicated as such.
 2. Use of quotations or data from the work of others is entirely acceptable, and is often very valuable provided that the source of the quotation or data is given. Failure to provide a source or put quotation marks around material that is taken from elsewhere gives the appearance that the comments are ostensibly your own. When quoting word-for-word from the work of another person quotation marks or indenting (setting the quotation in from the margin) must be used and the source of the quoted material must be acknowledged.
 3. Sources of quotations used should be listed in full in a bibliography at the end of your piece of work.
- **Avoiding Plagiarism.**
 1. Unacknowledged direct copying from the work of another person, or the close paraphrasing of somebody else's work, is called plagiarism and is a serious offence, equated with cheating in examinations. This applies to copying both from other students' work and from published sources such as books, reports or journal articles.
 2. Paraphrasing, when the original statement is still identifiable and has no acknowledgement, is plagiarism. A close paraphrase of another person's work must have an acknowledgement to the source. It is not acceptable for you to put together unacknowledged passages from the same or from different sources linking these together with a few words or sentences of your own and changing a few words from the original text: this is regarded as over-dependence on other sources, which is a form of plagiarism.
 3. Direct quotations from an earlier piece of your own work, if not attributed, suggest that your work is original, when in fact it is not. The direct copying of one's own writings qualifies as plagiarism if the fact that the work has been or is to be presented elsewhere is not acknowledged.
 4. Plagiarism is a serious offence and will always result in imposition of a penalty. In deciding upon the penalty the Department will take into account factors such as the year of study, the extent and proportion of the work that has been plagiarized, and the apparent intent of the student. The penalties that can be imposed range from a minimum of a zero mark for the work (without allowing resubmission) through caution to disciplinary measures (such as suspension or expulsion).

Course/module academic calendar

<i>week</i>	<i>Basic and support material to be covered</i>	<i>Homework, Reports and their due dates</i>
(1)	<ul style="list-style-type: none"> • Introduction And Digital Image Fundamentals: ❖ The origins of Digital Image Processing ❖ Examples of Fields that Use Digital Image Processing ❖ Fundamentals Steps in Image Processing ❖ Elements of Digital Image Processing Systems 	
(2)	<ul style="list-style-type: none"> • Introduction And Digital Image Fundamentals (cont.): ❖ Image Sampling and Quantization, ❖ Some basic relationships like Neighbours, Connectivity, Distance Measures between pixels ❖ Translation, Scaling, Rotation and Perspective Projection of image 	
(3)	<ul style="list-style-type: none"> • Introduction And Digital Image Fundamentals (cont.): ❖ Linear and Non Linear Operations • Digital image Representation ❖ Reading, Displaying, Writing Images using MATLAB ❖ Data Classes, Image Types using MATLAB 	
(4)	<ul style="list-style-type: none"> • Digital image Representation (cont.) ❖ Converting Between data classes and Image Types ❖ Introduction to M Function Programming using MATLAB • Image Enhancement in the Spatial Domain: ❖ Some basic Gray Level Transformations ❖ Histogram Processing 	Tutorial 1 Assignment 1
(5)	<ul style="list-style-type: none"> • Image Enhancement in the Spatial Domain (cont.): ❖ Enhancement Using Arithmetic and Logic operations ❖ Combining Spatial Enhancement Methods ❖ Basics of Spatial Filters 	Tutorial 2
(6) First exam	<ul style="list-style-type: none"> • Image Enhancement in the Spatial Domain (cont.): ❖ Smoothing and Sharpening Spatial Filters ❖ Intensity Transformation Function (MATLAB) 	Tutorial 3 Project: Part 1 Digital Image Processing Application (Design) 2 weeks
(7)	<ul style="list-style-type: none"> • Image Enhancement in the Spatial Domain (cont.): ❖ Histogram Processing and Function Plotting (MATLAB) • Image Enhancement in the Frequency Domain: ❖ Introduction to Fourier Transform and the frequency Domain ❖ Computing and Visualizing the 2D DFT (MATLAB) 	Tutorial 4 Assignment 2
(8)	<ul style="list-style-type: none"> • Image Enhancement in the Frequency Domain (cont.): ❖ Smoothing Frequency Domain Filters ❖ Sharpening Frequency Domain Filters ❖ Homomorphic Filtering 	Tutorial 5

(9)	<ul style="list-style-type: none"> • Image Restoration: ❖ A model of The Image Degradation / Restoration Process ❖ Noise Models ❖ Restoration in the presence of Noise Only Spatial Filtering 	Project: Part 2 Digital Image Processing Application (Implementation) 6 weeks
(10)	<ul style="list-style-type: none"> • Image Restoration (cont.): ❖ Periodic Noise Reduction by Frequency Domain Filtering ❖ Linear Position-Invariant Degradations ❖ Estimation of Degradation Function 	Tutorial 6 Assignment 3
(11) Second exam.	<ul style="list-style-type: none"> • Image Restoration (cont.): ❖ Inverse filtering ❖ Wiener filtering 	Tutorial 7
(12)	<ul style="list-style-type: none"> • Image Restoration (cont.): ❖ Geometric Mean Filter ❖ Geometric Transformations 	Tutorial 8
(13)	<ul style="list-style-type: none"> • Image Compression: ❖ Coding ❖ Interpixel and Psychovisual Redundancy ❖ Image Compression models ❖ Compression standards 	Tutorial 9 Assignment 4
(14)	<ul style="list-style-type: none"> • Image Segmentation: ❖ Detection of Discontinuities ❖ Edge linking and boundary detection ❖ Thresholding 	Tutorial 10
(15)	<ul style="list-style-type: none"> • Object Recognition: ❖ Patterns and Pattern Classes ❖ Decision-Theoretic Methods ❖ Structural Methods 	Tutorial 11
(16) Final Exam	Seminars	

Expected workload:

On average students need to spend 3 hours of study and preparation for each 50-minute lecture/tutorial.

Attendance policy:

Absence from lectures and/or tutorials shall not exceed 15%. Students who exceed the 15% limit without a medical or emergency excuse acceptable to and approved by the Dean of the relevant college/faculty shall not be allowed to take the final examination and shall receive a mark of zero for the course. If the excuse is approved by the Dean, the student shall be considered to have withdrawn from the course.

Module references

Students will be expected to give the same attention to these references as given to the Module textbooks.

Additional Books

1. Al Bovik (ed.), "Handbook of Image and Video Processing", Academic Press, 2000.
2. A.K. Jain, "Fundamentals of Digital Image Processing", Prentice-Hall, Addison-Wesley, 1989.
3. M. Petrou, P. Bosdogianni, "Image Processing, The Fundamentals", Wiley, 1999.
4. P.Ramesh Babu, Digital Image Processing. Scitech Publications., 2003
5. Bernd Jähne, Digital Image Processing, Springer-Verlag Berlin Heidelberg 2005.
6. B. Jähne, "Practical Handbook on Image Processing for Scientific Applications", CRC Press, 1997.
7. J. C. Russ. The Image Processing Handbook. CRC, Boca Raton, FL, 4th edn., 2002.
8. J. S. Lim, "Two-dimensional Signal and Image Processing" Prentice-Hall, 1990.
9. Rudra Pratap, Getting Started With MATLAB 7. Oxford University Press, 2006
10. W. K. Pratt. Digital image processing, PIKS Inside. Wiley, New York, 3rd, edn., 2001.
11. Stephane Marchand-Maillet, Yazid M. Sharaiha, Binary Digital Image Processing, A Discrete Approach, Academic Press, 2000

Journals -----

Mobile Sites

- ❖ www.imageprocessingplace.com (required). Text book website)
 - ❖ www.mathworks.com (MATLAB documentation)
 - ❖ [en.wikipedia.org/wiki/Digital image processing](http://en.wikipedia.org/wiki/Digital_image_processing) (General image processing concepts)
 - ❖ www.mathworks.com/access/helpdesk/help/pdf_doc/matlab/getstart.pdf
(MATLAB Getting Started Guide from Mathworks)
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Philadelphia University
Faculty of Arts
Department of English Language

First semester, 2009/2010

Course Syllabus

Course Title: Research Project Level: 4 th year Prerequisite (s): Students are allowed to enroll in this course only in their final semester of study Co requisite(s): -	Course Code: 120498 Credit Hours: 3 Lecture Time: 2.00-3.00 Sunday, Tuesday and Thursday
Lecturer's Name: Dr. Khalil Nofal Rank: Assistant Professor Office Number: 516 Office Hours: Sunday, Tuesday and Thursday / 9.00-10.00 Monday and Wednesday / 9.45-11.15 Phone: Ext: 2420 E-mail: knofal@philadelphia.edu.jo / nofalk48@yahoo.com	

Course Coordinator: Dr. Mahmoud Kandil

Course Description:

The Research Project, which must be carried out in the second half of the last year of study, is an important integrative course, which invites the students to apply their knowledge, skills, and academic ability to a specific problem or issue in one of the areas which the Department programme covers. The project demands skills in researching and documenting materials, and in fine verbal and written expression. It encourages the students to tackle issues of their liking, although they have to discuss their choice of topic with their tutors and the Department before they can proceed with their projects. To ensure that the work meets the standards which characterize the research project, a project supervisor is appointed to monitor students' work on their projects. The supervisor advises the students and reviews the developing versions of their work. Upon submission, the project is assessed by a committee appointed by the head of department. The committee consists of two internal examiners in addition to the project supervisor. The time allocated to the project is one semester.

Course Aims/Purpose/Objectives:

Students are expected to:

1. enhance the students' research skills and abilities;
2. assess the students' intellectual achievements;
3. encourage the students to take a path in literary studies, linguistics or translation studies; and
4. enable students to develop theoretically informed approaches to literature, language and translation.

Teaching Methods:(Lectures ,Discussion Groups, Tutorials, Problem Solving, Debates...etc)

This course is designed to promote independent study and thinking. Students therefore have to shoulder more responsibility for their own learning and have a sense of the significance of their own contributions. They will also have the opportunity to think about their own learning process (how and what they learn) and to improve their analytical and problem-solving skills. As such, the project supervisor is not expected to tell the students what to do and what to think. The role of the supervisor is to discuss the feasibility of the topic the student has chosen, to provide an appropriate list of primary and secondary reading material, and to review the developing versions of the research projects. Seminars will be used to outline what is expected from students and to help them develop their research question and proposal. Students will also be expected to present an outline of their research project as they would at a conference to their peers and supervisor. Individual supervision sessions during the office hours will also provide a formal process of support to the students.

Course Components:

1. Books (title ,auther(s),publisher, year of publication)

Anderson, G. (1990) Fundamentals of Educational Research. London: Falmer.

Berry, R. (1994) The Research Project: How to write it. London: Routledge.

Blaxter et al (1996) How to Research. Buckingham: Open University Press.

Burgess, R. (1993) Research Methods. Walton-on-Thames: Nelson.

2. Support Material(s): a/v materials

3. Supplementary Readings (Books, Periodicals..... etc)

Students should visit the library and the internet

4. Study Guide(s) (if available)

Students should follow the teacher's instructions and advice

5. Homework and Laboratory Guide(s) (if applicable):

Students should visit the library and the internet and do some training

Contribution to Program Learning Outcomes:

A1, A2, A3, A5, B1, B2, B3, B4, B5, C1, C2, D1, D2, D3, D4, D5

Intended Learning Outcomes:(Knowledge and Understanding, Cognitive Skills, Communication Skills, Transferable skills).

a. Knowledge & Understanding:

Students are expected to:

1. understand the topic or issue discussed in the project; and
2. have a general knowledge about the field that the students have chosen to research.

b. Cognitive Skills (Thinking & Analysis):

Students are expected to:

1. understand and use a variety of critical terms and concepts;
2. better comprehend the relationship between content and literary form;
3. argue in an informed manner about critical, methodological and theoretical issues; supporting the argument with textual evidence and relating theoretical ideas to the analysis required by own work; and
4. identify the affinities and differences between widely differing theories, views, or texts to form an independent, informed judgement.

c. Communicative Skills (Personal and Academic)

Students are expected to:

1. develop self-consciousness about research and critical practice; and
2. apply a variety of concepts, critical theories, or literary approaches to analysis and evaluate the usefulness of these different theories to own work and interests.

d. Practical and Subject Specific Skills (Transferable Skills)

Students are expected to:

1. manage own learning time and research activities;
2. undertake independent scholarly research and exercise independent critical judgment;
3. negotiate topics or issues, identifying own areas of strength and interest;
4. organise and present information and arguments on the chosen topic in good oral and written English;
5. use a wide range of IT skills in researching and reporting on a topic; and
6. The research project is just one of the ways the program encourages students to develop the skills necessary to allow them to take theoretical concepts and apply these concepts to practical situations in their work and personal lives.

Assessment Instruments

Modes of Assessment	Score	Date
<i>1st Exam</i>	<i>(15)</i>	<i>6th week</i>
<i>2nd Exam</i>	<i>(15)</i>	<i>10th week</i>
<i>Research Projects (report) and presentation or Tutorials.</i>	<i>(10)</i>	
<i>Quizzes</i>	<i>(5)</i>	
<i>Assignments</i>	<i>(5)</i>	

<i>Final Exam</i>	50	16 th week
Total	100	

Documentation and Academic Honesty

Students are expected to complete all homework, papers and projects independently (unless otherwise specified); any work must be yours and yours alone. Working together for anything other than data collection, relying on students' work from previous semesters and/or plagiarizing published research is considered cheating.

1. Documentation Style (with illustrative examples)

Reference list styles

Note: it is usual to italicize book titles; however, if you are not able to do this, you should underline them instead.

*** Book**

Trudgill, P. and Hannah, J. (1994, 3rd edn) *International English*, London, Edward Arnold.

Fodor, J.A. (1983) *The Modularity of Mind*. Cambridge, MA: MIT Press.

Harré, R. and Gillett, G. (1994) *The Discursive Mind*. London: Sage.

*** Chapter/ extract from an edited collection**

Harris, J. (1993) 'The grammar of Irish English' in Milroy, J. and Milroy, L. (eds) *Real English: the grammar of English dialects in the British Isles*, London, Longman.

*** Paper in a journal of magazine**

Wales, L. (1994) 'Royalese: the rise and fall of "the Queen's English" ', *English Today*, vol. 10, no.3, pp. 3-10.

Journal

article:

Roulet, E. (1997). 'A Modular Approach to Discourse Structures'. *Pragmatics* 7(2), 125–46.

Lee, E. T. & Zadeh, L. A. (1969). 'Note on fuzzy languages'. *Information Sciences* 1, 421–434.

Book article:

Sinha, Chris. (1999). 'Grounding, mapping and acts of meaning'. In T. Janssen and G. Redeker (Eds.), *Cognitive Linguistics, Foundations, Scope and Methodology*, Berlin: Mouton de Gruyter, pp. 223-256.

Magazine article:

Posner, M. I. (1993, October 29). Seeing the mind. *Science*, 262, 673-674.

Daily newspaper article:

'New drug appears to sharply cut risk of death from heart failure'. (1993, July 15). *The Washington Post*, p. A12.

Entry in an encyclopedia:

Bergman, P. G. (1993). 'Relativity'. In *The new encyclopedia Britannica* (Vol. 26, pp. 501-508). Chicago: Encyclopedia Britannica.

Documenting Web Sources

Burka, Lauren P. 'A Hypertext History of Multi-User Dimensions.' *MUD History*. 1993. <<http://www.ccs.neu.edu/home/1pb/mud-history.html>> (5 Dec. 1994).

Harnack, Andrew and Gene Kleppinger. *Beyond the MLA Handbook: Documenting Electronic Sources on the Internet*. 25 November 1996. <<http://falcon.eku.edu/honors/beyond-mla/>> (17 Dec. 1997).

For more about APA and MLA Styles for Citing Print Sources, browse:

<http://owl.english.purdue.edu/owl/resource/557/01>

<http://wally.rit.edu/internet/subject/apamla.htm>

2. Protection of Copyright

Publications in all forms require permission from the copyright owner in advance. You are not allowed to reproduce, store in a retrieval system, or transmit, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the publisher or a license from the Copyright Licensing Agency Limited. (www.cla.co.uk).

Students are expected to respect and uphold the standards of honesty in all their activities. Any cheating or plagiarism will result in disciplinary action to be determined by the instructor based on the severity and nature of the offense.

3. Avoiding Plagiarism

Plagiarism is a serious academic offense that will result in your failing the course.

Learning notes by heart and repeating the information word by word in the exam is a type of plagiarism.

Course Academic Calendar:

<i>Week</i>	<i>Basic & Support Material to be covered</i>	<i>Homework/Reports and their due dates</i>
(1)	The Components of research project	
(2)	The Key concepts of research project	
(3)	Choosing a research project	
(4)	Hypothesis formation	
(5)	Reviewing the literature	
(6)	Further refining the research question	
<i>First Exam</i>		<i>Week 6</i>
(7)	Designing a survey instrument (Questionnaires, interviews and design of tables and graphs)	
(8)	Citation process	
(9)	Outlining	
(10)	Method of data collecting and data analysis	
(11)	Sampling techniques	
<i>Second Exam</i>		<i>Week 10</i>
(12)	Analyzing the collected data	
(13)	Reporting the finding	
(14)	Writing conclusions	

(15)	Writing bibliography	
<i>Specimen Exam (Optional)</i>		
(16)	Discussing the research projects findings	
<i>Final Exam</i>		<i>Week 16</i>

Expected Workload:

On average students are expected to spend at least (2) hours of study for each 50- minute lecture/tutorial.

Attendance Policy

Absence from lectures and /or tutorials shall not exceed 15% . Students who exceed the 15% limit without a medical or emergency excuse acceptable to and approved by the Dean of the relevant college /faculty shall not be allowed to take the final examination and shall receive a mark of zero for the course. If the excuse is approved by the Dean, the student shall be considered to have withdrawn from the course.

Course Policies:

1. You are allowed up to (5) absences on Mondays/Wednesdays or (7) absences on Sundays/Tuesdays/Thursdays. If you exceed this number, you will fail the course.
2. Tardiness will not be tolerated. If you come to class after I take attendance, you are welcome to attend, but you will be considered absent.
3. Plagiarism is a serious academic offense that will result in your failing the course.
4. Learning notes by heart and repeating the information word by word in the exam is a type of plagiarism.
5. Participation is an essential part of course work. It does not merely mean coming to class; it involves preparing before hand and playing an active role in class discussion.
6. Make-up exams will be offered for valid reasons only with the consent of the Dean.

Text Book(s):

Title:

Lester J. (2007) Writing Research Papers. Longman.

References:

- **Books**
The supervisor provides a reading list of primary and secondary sources once the student has decided upon a project and had the consent of the Department.
- **Journals**
- **Websites**
<http://owl.english.purdue.edu/workshops/pp/index.html#presentations>

Annex 2: Two-Programme Specifications

Philadelphia University
Faculty of Engineering
Computer Engineering Program
Undergraduate Program Specifications
December 2009

1. GENERAL INFORMATION

Award	Program Title	Duration
B.Sc.	Computer Engineering	5 years

Department	Computer Engineering (CE)
Faculty	Faculty of Engineering
Awarding Institution/body	Philadelphia University / Faculty of Engineering
Teaching institution	Philadelphia University / Faculty of Engineering/ Department of Computer Engineering
Program Accreditation	The Jordanian Higher Education Accreditation Council (JHEAC)
Relevant QAA benchmark(s)	Computing Benchmark, Jordanian Higher Education Specific Accreditation Norms (JHESAN) for Computer Engineering
Mode of Study(Conventional, Distance Learning, etc)	Conventional
Study Scheme (Full Time/Part Time)	Full Time
Program Start Date	Start of academic year 1998 / 1999
Date of last Revision	Program specification revised 2009
Location	Amman
Program Code	630

2. AIMS OF THE PROGRAMME

The program aims to:

A. EDUCATIONAL AIMS:	
1.	To provide a broad-based education in CE to students from a wide range of backgrounds and with varied subject interests and professional expectations;
2.	To create a supportive and stimulating learning environment to enable students to develop their capacity for creativity, visual and critical awareness, analysis, problem-solving, research, and speculative and intellectual enquiry;
3.	To enable students to acquire the knowledge, and develop specialist and transferable skills appropriate for CE practice;

4.	To produce engineering graduates, educated in the application of a broad spectrum of fundamental science and engineering principles to real-life technological and ethical problems encountered in the computer systems engineering professions, and to produce graduates who are equipped to participate in the wider industry, the professions, and public service;
5.	To emphasize individual, collaborative and interdisciplinary work undertaken within the computer engineering environment and other appropriate environments;
6.	To equip students to pursue their chosen specialism's through professional practice, related employment or further study or research;
7.	To contribute to the development of CE theory and practice;
8.	To provide a systematic study of the theory and principles of programming and software engineering, computer hardware and software technologies, and the role of computing systems in organizations;
9.	To develop an ability to analyze computing problems and formulate practical solutions to these problems, coupled with the ability to critically evaluate the approach and techniques used;
10.	Provide students with sound knowledge and skills, confidence to participate in the solution of multidisciplinary problems in the computer systems engineering context, and ability to "exercise original thought" and "good professional judgment".
B. SOCIAL AIMS:	
1.	Abilities to improve the practical and theoretical skills;
2.	Develop among students the awareness of the social, organizational, and professional context in which they will be working on;
3.	Produce graduates who will be able to contribute to and take active part in a variety of industrial, commercial, and academic activities;
4.	Produce graduates who exhibit a range of broad based skills and activities related to Computer Systems;
5.	Provide study opportunities, which are comparable with national and international academic qualifications;
6.	Engender among students the spirit of research and enquiry through suitable mechanism such as departmental research;
7.	Enable students to develop transferable skills such as verbal and written communication, teamwork leadership, planning, etc;
8.	Produce graduates who are numerate, literate, analytical, articulate, practical, adaptive, creative, confident and inquisitive;
9.	Produce graduates ready to work in teams of inter-disciplinary professionals ;
10.	Encourage students to take ownership and direction progressively of their learning so that they may develop as independent life-long learners;
11.	Form a prevailing ethos of professional, social and ethical responsibility within the learning environment and in the students.

3. INTENDED LEARNING OUTCOMES OF THE PROGRAMME

1.	The learning outcomes of the program include many skills, e.g. knowledge and understanding, intellectual, practical, and transferable skills, which broadly track the computing benchmark of the Quality Assurance Agency (QAA), and the CE curricula of ACM and IEEE recommendations. These learning outcomes are in conformity with the Jordanian qualification framework and are approved by the Jordanian Higher Education Accreditation Council (JHEAC). Last accreditation was in 2009, which has influenced the current program specifications.
2.	The Department has confidence in the overall match between program specifications, intended learning outcomes, and the CE benchmarks. Moreover, in the curriculum content, each module

description contains its expected learning outcomes and how they achieve some or most of the program aims.
3. The experience of the staff, relevant graduate data, the employer's feedback over the past years and other records indicate that, in general, the program has been successful.
4. The modules are designed to have a suitable balance of subject matter, and the assessment methods vary according to the expected learning outcomes.

Successful completion of the CE programme should lead to the following learning outcomes:

A. Knowledge & Understanding	
A successful student will have gained and be able to:	
A1	Ability to demonstrate knowledge and understanding the essential mathematics, statistics, science and technologies relevant to electronics and computer engineering.
A2	Demonstrate a wide range of the fundamental concepts, principles, theories and technology relevant to Engineering Computer Systems.
A3	Demonstrate a wide range of the fundamental concepts, principles and theories of CASE tools, programming language, case studies, software packages, etc.
A4	Know and understand the principles of computer systems, including operating systems and communication networks.
A5	Know and understand a wide range of software and hardware used in development of computer systems.
A6	Detailed knowledge and understanding of the essential facts, concepts, principles and theories relevant to the student's chosen area of specialization within computer engineering.
A7	Know or practice the application of IT principles and tools as appropriate to the role of a computer engineer.
A8	Know and understand a wide range of embedded computer systems architecture, real-time and security applications.

B. Intellectual Skills	
On completing the program students should be able to:	
B1	Analyze a wide range of problems and provide solutions related to the design and construction of electronic and computer systems through suitable algorithms, structures, diagrams, and other appropriate methods.
B2	Determine the appropriate mathematical tools for the solution of problems in computer systems engineering from the curriculum and experience for solution.
B3	Identify a range of solutions and critically evaluate them and justify proposed design solutions.
B4	Determine the correct model to be used in the analysis of electronic and computer systems.
B5	Practice self-learning by using the e-courses and web materials.
B6	Determine the correct theoretical and computer-based techniques to be used for the analysis of computer engineering problems and synthesis of circuits and systems.
B7	Formulate design specifications for constructing computer engineering systems and apply problem solving skills in their specification and implementation.
B8	Use scientific principles in the modeling and analysis of engineering systems.
B9	Formulate designs in a creative and innovative manner.

C. Practical Skills	
On completing the program students should be able to:	
C1	Plan and undertake a major individual project.
C2	Prepare and deliver coherent and structured verbal and written technical reports.
C3	Give technical presentations suitable for the time, place, and audience.
C4	Use the scientific literature effectively.
C5	Apply the appropriate mathematical tools for the solution of problems in computer systems engineering.
C6	Apply the correct theoretical and computer-based techniques to be used for the analysis of computer systems engineering problems.
D. Transferable Skills and Personal Qualities	
A successful student will be able to:	
C9	Use hardware and software systems and tools including CAD tools
D1	Display an integrated approach to the deployment of communication skills.
C10	Use appropriate analytical methods to determine the outputs of engineering systems in an
D2	Strike the balance between self-reliance and seeking help when necessary in new situations. efficient manner.
D3	Display personal responsibility by working to multiple deadlines in complex activities.
D4	Use information and communications technology.
D5	Manage resources and time.
D6	Work effectively both individually and as a member of a team.
D7	Apply engineering skills in other disciplines.

4. CURRICULUM MAP OF COURSE UNITS AGAINST INTENDED LEARNING OUTCOMES OF THE CE PROGRAMM

Course Unit Title and Code (including placements, field courses and other components)		Knowledge & Understanding										Intellectual Skills										Practical Skills										Transferable Skills & Personal Qualities																
Code	Course Unit Title	C/ E*	A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8	A	B 1	B 2	B 3	B 4	B 5	B 6	B 7	B 8	B 9	B	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	C 9	C	D 1	D 2	D 3	D 4	D 5	D 6	D 7										
		630202	Engineering Analysis II	C	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V					
630203	Programming Language	C	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V					
630204	Discrete Mathematics	C	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V				
630205	Object Oriented Programming	C	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V				
630261	Logic Circuits	C	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V				
630231	Algorithms and Data Structures	C	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V			
630307	Reverse Engineering	C	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V			
630331	Database	C	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V			
650351	Software Engineering(1)	C	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V			
630361	Computer Architecture	C	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V		
630362	Digital Techniques	C	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	
630342	Digital Signal Analysis & Processing	C	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	
630451	Software Engineering(2)	E	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V		
630442	Computer Networking	C	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	
630441	Communications Engineering	C	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	
630452	Artificial intelligence	C	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	
630462	Operating System	C	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
630470	Embedded System Design	C	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
630501	Advance Programming Language	E	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
630551	Artificial Neural Networks	E	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
630561	Advanced Computer Architecture	C	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
630574	Computer Security	E	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
630581	Real-Time Systems	C	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
630544	Network Design and Management	E	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
630593	Special Topics in Computer & Software Engineering	E	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
630573	Modeling & Simulation	E	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V

*C: Compulsory course, E: Elective course.

Philadelphia University
Faculty of Arts
English Language and Literature Programme
Undergraduate Programme Specifications
2009-2010
GENERAL INFORMATION

Award	Programme Title	Duration	Mode of study
BA	English Language and Literature	4 years	Day and Evening Modes
Department	English		
Faculty	Arts		
Awarding Institution	Philadelphia University		
Programme Accreditation	The Jordanian Higher Education Accreditation Council (JHEAC)		
Relevant benchmark(s)	CEA Standards Relevant to the HFE Review		

2. MISSION OF THE DEPARTMENT AND AIMS OF THE PROGRAMME

2.1 Mission

The mission of the Philadelphia University English Department is to be a national and regional leader in the provision of excellent instruction and meaningful research in English Language and Literature in the context of an intellectually stimulating and challenging environment. The Department's major task will be to help its students develop the relevant life-long theoretical, practical, and analytic competencies with emphasis on critical thinking, independent judgment, sensible argumentation, and both national and global cultural awareness, which will help them become well-rounded, creative, competent and responsible citizens.

2.2 The programme aims to:

1	enable students to master the four basic language skills in the context of varied functions of communication and genres of language use.
2	train students in the critical analysis of language and literature texts in their historical, philosophical, cultural, social, and global context.
3	provide students with a solid knowledge and understanding of English prose, poetry, fiction, drama, and the theatre.
4	help students acquire a sound understanding of the major schools of language analysis and literary criticism.
5	train students to do academic research in accordance with standard research methodology with emphasis on creativity, integrity, and acknowledgement of sources.
6	prepare students for more advanced study.
7	help students understand and relate to other cultures through analysis, critique, agreement and / or dissent.
8	prepare students for employment in a competitive global market.

9	develop in the students the transferable, practical, and professional skills necessary for further study, and for success in their future careers.
10	develop students' linguistic, academic, and professional skills.
11.	broaden their awareness of the importance of other cultures.
12.	provide them with the tools of accessing knowledge in their field of interest.
13.	train them to fill jobs requiring knowledge of an international language.
14.	recruit highly qualified faculty members who are dedicated to excellence in teaching and research.

3. INTENDED LEARNING OUTCOMES OF THE PROGRAMME

By the end of the programme, students should:

A. Knowledge & Understanding	
A1	know and understand the different approaches to the scientific study and analysis of English including the major schools of linguistics.
A2	know, understand, and use a wide range of specialized linguistic and literary terminology.
A3	have a solid knowledge of and familiarity with English prose, poetry, fiction, and drama.
A4	know and understand the different approaches to the study of literature and literary criticism.
A5	know & understand the professional and ethical responsibilities of the English specialist, including understanding the need for quality, security, and career ethics.



Learning & Teaching Processes
Acquisition of A1 to A5 is developed through lectures and tutorials and supported by regular coursework. In years 1 and 2, acquisition of A2 - A5 is developed through a combination of lectures, tutorials, and presentations, and supported by directed study of textbooks. For the 3 rd and 4 th years, acquisition of (A2) - (A5) is through lectures, seminars, and, if possible, through the e-learning method to give opportunity to students to be self-learners



Assessment
Testing of knowledge base is through a combination of unseen written examinations and assessed coursework. A1 – A5 are assessed in this way. Assessed coursework takes the form of essays, reports, assignments, single and/or group projects, and presentations. Coursework is awarded 50% of the total mark in addition to the 50% mark of the unseen examination.

B. Analysis and Critical Thinking	
B1	know and understand how the social, economic, cultural and political contexts affect literature.
B2	apply critical thinking in responding to the prescribed texts.
B3	summarize such texts in their own language
B4	locate, abstract, synthesize, evaluate and use information from a variety of sources and genres, which they need for life-long learning.

B5 read, comprehend, and critique a variety of specialized college-level texts in language, linguistics, and literature.



Learning & Teaching Processes

In this aspect of teaching and learning, students are encouraged to study and think independently and learn that what they think of what they read is important. They are encouraged to make their own interpretation and criticisms, and are taught to present their views orally and in a written form. Here the chief method of teaching is seminar-style classroom work and the written assignments.



Assessment

Students' analytical and critical skills are of course assessed in the written, unseen exams at the end of each term. However, the interaction between instructor and students whether in the classroom discussions or in the written assignments constitutes an excellent way to assess the achievement of this category of ILOs. In reading and responding to the students' work, the instructor can point out to problems in analysis and evaluation, in presentation and argument, as well as in logic and methods of approach.

C. Practical Skills	
C1	write well-developed paragraphs, essays, summaries, and reports using appropriate vocabulary, organizational structure, and style.
C2	speak fairly fluently on topics within their experience and knowledge.
C3	pronounce English words accurately and produce the proper kind of sentence intonation.
C4	listen to lectures, documentaries, news bulletins, and other recorded material with profit and understanding.
C5	translate non-technical texts from and into English with a fair command of the idioms in the target language
C6	take adequate, well-organized notes on oral and written texts and make well-organized presentations
C7	do academic research in accordance with standard research methodology in their graduation projects in which they follow the standard processes of data-collecting, argumentation, and documentation



Learning & Teaching Processes		Assessment
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<p>These skills are developed through opportunities to practice the activity in an appropriate learning context such as in the language laboratory or in the classroom. Guidance manuals may be used to support learning. All learners receive initial guidance on how to locate and use material available in textbooks, library and the Internet. The references provided for each module at the outset form guidelines for the production of coursework, projects, essays, or reports. The varieties of English used during most courses enable learners to achieve (C4, C6).</p> <p>Written assignments in addition to the graduation research project enable students to achieve (C1, C2 and C7).</p>	→	<p>Coursework portfolios that are widely used in years 1 and 2 are considered as a mechanism for managing breadth and complexity and as an instrument for providing ongoing feedback, as in this phase of the students' education that English Language Skills such as writing, listening, and speaking are taught and assessed. Broader assessment vehicles are the norm in years 3 and 4, with significant opportunity for student negotiation of assessment around a theme through deployment of learning contracts.</p>
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D. Transferable Skills and Personal Qualities	
D1	show ability to work with English credibly in real-life situations
D2	work independently and collaboratively.
D3	strike the balance between self-reliance and seeking help when necessary in new situations.
D4	display personal responsibility by working to multiple deadlines in complex activities.

↓		↑
<p>Learning & Teaching Processes</p> <p>All modules require coursework and regular feedback, which is given to the learners to develop not only their understanding but also their ability to design and execute classes, translations, or whatever work they have to do in their future careers. (D1) and (D2) are developed through individual learning, in classes, tutorials, seminars, and all kinds of interaction. The course on debate should prove vital in this respect. One skill to develop is the management of time to meet the various and sometimes conflicting deadlines for submission of coursework. And that is what very often a students faces in real-life situations.</p>	→	<p>Assessment</p> <p>Effective communication of ideas is an important criterion in assessing all areas of a learner's work, and the regular feedbacks as well as the final mark reflect this. Especially in oral communication, the student's ability is assessed. Skills (D3) and (D4) are assessed by both the coursework and the graduation research project produced, which, although supervised, is nevertheless the result of independent thought and work by the student.</p>

CURRICULUM PROGRESSION: INTENDED LEARNING OUTCOMES FOR EACH YEAR

Year	Intended learning outcomes
Year 1	<p>Our new programme, to be applied from the academic year 2007-8 embodies a marked advance over the previous programmes, copies of which are available in the Department.</p> <p>In view of our main concern with students' English, the program exposes the students to four modules of English in the First Semester, and three in the Second – thus making him/her to take the specialty quite seriously, to put in all the necessary effort to master the basic skills of the language which he/she will be using for more advanced work in the subsequent years.</p> <p>Category Three of the ILOs, the practical aspect, is served most in this year. It is hoped that the student will acquire in fair amount the four skills that she/he will need in subsequent study and in her/his life. The lab work, presentations, and written assignments will all work for that target.</p>
Year 2	<p>The aim of the core modules taught in this year is to prepare students for more complex and specialist work which could be studied at a later stage. Never the less, a wide coverage of the topics is necessary to enable choice and coherence of the curriculum. It is an intermediate level, both covering a wide area and getting the student to deeper command of the linguistic and conceptual tools. The stress will be on ILOs C-1 through C-7; the students will have a first encounter with A-1 to A-5, the B and D categories of the ILOs will be encountered at later stage.</p>
Year 3	<p>Here there will be taken the major linguistic, literature, criticism and translation concepts as mentioned in A and B ILOs. That will not mean any slacking of the concern with language, as our experience shows that the language of even the better than average student is not mature enough.</p> <p>Essay writing and presentations will be the main tools of the third year. The instructor must make sure that the student is not a passive listener to what is being imparted to him/her. Interaction must be the keyword.</p>
Year 4	<p>The final year allows more flexibility for the student by providing the graduation research project in addition to other Advanced Level modules. All the student's strong and weak points will come out in the research project.</p> <p>With advanced modules, an appropriate depth of knowledge reflects the staff research interest and stimulates students to take the opportunity to develop their intellectual abilities.</p> <p>In addition to the other categories, it is category D, that of transferable skills that must develop during this year.</p>

6. STUDENT INDUCTION, SUPPORT AND DEVELOPMENT

Student induction, support and development are well-developed aspects with a framework, which provides support to the students throughout their programme. The key mechanisms include the following:

- Induction procedures for new students at admission with access to senior members of staff. - Induction for returning students is also implemented as it is beneficial in specifying the progressive nature of the learning experience, for example, higher order skills and independent learning. In both cases, many meetings are held between the Dean and the students and the Head of Department with the students.
- Provision of Academic tutor for each student
- Provision of good physical and learning resources including internet, library, and up to date electronic educational media, e.g. Email and web based material.
- Provision of good social facilities, e.g. internet cafes, sport spaces, cafeterias, etc.
- Provision of Self-Study Facilities such as The Faculty Learning Resource Centre, The Electronic Library and The Department Web page. The Department Web Page provides students with all relevant information such as the Undergraduate Student Programme Handbook, Programme Specifications, lectures and course notes, in addition to past exams, tutorials, and assignments.
- The University provides some disabled students' facilities.
- Careers Advisory Service to provide information for students and graduates of the University.
- Students' opinion on the quality of the teaching is considered by completing a Module Evaluation Questionnaire for each module in each semester.
- Students' Memberships of various committees can add a voice in resource allocation and other matters.
- Drop-In centre is utilized to enhance students' performance in some courses.
- Student Financial Aid is provided in two mechanisms; the first mechanism is through the Student Fund established by the University in addition to the Orphan Student Fund. The second mechanism is through special Discount Scholarships provided by the University to students based on various criteria.
- Free transportation and medical insurance.

7. CURRICULUM MAP OF COURSE UNITS AGAINST INTENDED LEARNING OUTCOMES OF THE PROGRAMME:

Course Title and Code		Knowledge & Understanding					Intellectual Skills					Practical Skills							Transferable Skills					
Code	Course title	Unit	C / O	A 1	A 2	A 3	A 4	A 5	B 1	B 2	B 3	B 4	B 5	C 1	C 2	C 3	C 4	C 5	C 6	C 7	D 1	D 2	D 3	D 4

120121	Learning English Through Literature	C			x					x		x								x		x		
120271	Principles of Translation	C		x			x		x		x					x				x	x		x	
120113	Reading Comprehension	C			x				x			x										x		
120117	Listening Comprehension	C							x	x			x	x	x				x		x			
120122	Study Skills in English	C						x					x	x	x				x		x			
120118	Listening and Speaking	C							x	x				x	x	x			x		x			
120124	Basic Writing: from Sent. to Para.	C		x				x				x									x	x		x
120222	Grammar I	C		x				x				x							x		x		x	
120223	Grammar II	C	x	x								x	x									x	x	
120114	Advanced Reading	C			x							x										x		
120226	Advanced Writing: the Essay	C						x				x	x								x		x	x
120333	Debate and Dialogue	C												x	x	x					x		x	
120221	Phonetics	C	x	x					x	x	x										x	x		x
120324	Introduction to Linguistics	C	x	x																		x	x	
120332	Syntax and Morphology		x																			x	x	
120426	Semantics	C	x	x	x				x					x	x	x						x	x	x
120241	Introduction to Literature	C			x										x	x								x
120348	The Novel Until the End of the 19 th C.	C			x	x			x	x	x					x					x	x		x

1 2 0 4 5 6	The Modern Novel	C								x	x	x	x	x	x	x	x	x	x	x	x	x	x	
120349	The Drama from Shake to the Restoration	C								x	x	x	x	x		x	x	x	x	x			x	
120445	Modern Drama	C								x	x	x	x	x		x	x	x	x	x			x	
120461	American Lit Until the End of the 19 th C.	C								x	x	x	x	x		x	x	x	x	x			x	
120464	Modern American Literature	C								x	x	x	x	x		x	x	x	x	x			x	
120378	Translating English Texts into Arabic	C	x							x							x	x					x	
120274	Translating Arabic Texts into English	C	x							x							x	x					x	
120481	Introduction to Literary Theory and Criticism	C	x							x	x	x	x	x		x							x	
120498	Research Project	C	x							x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
120330	Discourse Analysis	O	x							x						x							x	
120328	Sociolinguistics	O	x							x						x							x	
120462	Method of TEFL (1)	O	x													x		x					x	
120450	History of English Literature	O																					x	
120460	Studies in Postcolonial Literature	O																					x	
120485	Modern Literary Theory	O	x							x	x					x	x						x	

	General Translation	O	x	x					x	x					x		
120379	Translating Arabic Texts into English	O	x	x				x	x						x		
120374	Mass Media Translation	O	x	x				x		x					x		x
120497	Special Topics	O	x	x	x	x				x		x			x		

8. CRITERIA FOR ADMISSION

Candidates must be able to satisfy the general admissions criteria of the University and of the Department in one of the following ways:

- 1- They must be from the scientific branch and pass their Tawjihi exam with an average of at least 55% of marks. The program is offered in full-time – 4 years honours – (morning study mode), and part-time (evening study mode).
- 2- They can be bridged from the society colleges with a comprehensive exam mark of at least 65%.
- 3- They can transfer to the Department from other universities.

9. PROGRESSION AND ASSESSMENT REGULATIONS

In order to progress from one year to the next year, a student must complete successfully at least 10 modules (30 credit hours). To achieve graduation, the student has to complete successfully 44 modules (132 credit hours) with minimum accumulative average of 60%. The minimum pass mark is 50% for any module.

Undergraduates are assessed for each module independently and there is no carry over of marks from one year to the next.

If the student fails to get 50%, he/she has to take the module again. This can be repeated three times after which the student is excluded from the program and is given a chance to transfer to another program in the University.

The progression rules provide some flexibility for the student to control his/her own rate of study. The course system with flexible prerequisites enables students to smoothly progress from level to level. The assessment procedure allows generous opportunity for students to improve their grades to secure progression.

Students will be warned if they could not obtain an average of at least 60%. In this case, students are encouraged to repeat studying those modules with low marks in order to increase their accumulated averages. However, students will be dismissed from the University if this average is not achieved in the third attempt.

The assessment vehicles, which are deployed within the programme, are of many types:

- 50% is given for two 1-hour midterm exams, coursework and/or seminars, projects, or essays, and 50% for the final exam that is, in most modules, a written exam; and in some an oral one. The 50% of the final exam is a University regulation.
- A committee of two staff members, in addition to the supervisor of the project, assesses the graduation research project module. The project's assessment includes the supervisor mark (35%) and the discussion committee mark (65% given as follows: 20% for project presentation, 25% for report writing, and 20% for defendant discussion.)

The University regulations governing the Work and Attendance of students are given in the Student Guide 2005/2006. Full attendance is required at all lectures, laboratories, and any tutorials, which may be scheduled. Completed assignments or reports should be handed in on time. Attendance at language labs, lectures and seminars is monitored and attendance registers kept.

Absence for holidays is not permitted in term-time. The duty of the lecturer is to keep continuous review of the work and attendance of the students with whom he is concerned.

If the rate of student absences, in a module, is greater than 15% (or 20% for student representing the University in sportive or cultural activities) of the completely accredited hours and the student has no acceptable justification, then this student is excluded from that module. If the Dean of the Faculty accepts the justifications of absence, then this student is mentioned as *withdrawn* without refunding the registration fees.

A formal process is defined to tackle the problem of any student whose work and attendance appear unsatisfactory.