



## Course Specification of English Language Varieties

<b>I. Course Identification and General Information:</b>					
1.	:Course Title	English Language Varieties			
2.	:Course Code and Number	DR 65			
3.	:Credit Hours	Lecture	Seminar/Tutorial	Practical	Training
		3			
4.	:Study Level and Semester	Level III, Semester VI			
5.	:Pre-requisites (if any)	Nil			
6.	:Co-requisites (if any)	Nil			
7.	Program in which the course is offered	BA in English Language Studies			
8.	:Teaching Language	English			
9.	:Study System	Regular / Full Time			
10.	:Prepared by	Dr. Abdusalam Al-Ghrafy			
11.	:Approval date				
12.	:Approved by				

<b>II. Course Description:</b>	
<p>This course examines some of the varieties of English language, including their characteristics at various linguistic levels (sounds, morphemes, syntax, and semantics), their use and status in different countries. We will compare and contrast models categorizing English varieties and investigate the history and spread of English, its role in language contact and second and foreign language acquisition, and the formal characteristics of English varieties around the world.</p>	

<b>III. Intended learning outcomes (ILOs) of the course:</b>			
<b>(A) Knowledge and Understanding:</b>			
Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Knowledge and Understanding.			
Program Intended Learning Outcomes (Sub-PILOs) in: Knowledge and Understanding		Course Intended Learning Outcomes (CILOs) in: Knowledge and Understanding	
After completing this program, students will be able to:		After completing this course, students will be able to:	
A1	Demonstrate knowledge and understanding of key concepts, issues, ideas, theories, styles of argumentation, evaluation criteria and research methods used in the study of English Language, Linguistics and Literature.	a1	Identify and describe in general terms many varieties of English through the use of basic linguistic terms from the linguistic subfields of phonetics, phonology, morphology, syntax and semantics
A5	Demonstrate an informed understanding of the social, pragmatic and functional uses of	a2	Describe the sociolinguistic variables that have influenced the development and spread of

عميد مركز التطوير  
أ.م.د/ هدى العماد  
رئيس الجامعة  
أ.د/ القاسم عباس

عميد الكلية  
د/ محمد الناصر

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language in various contexts in society.	English varieties in many countries throughout history
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### Teaching And Assessment Methods For Achieving Learning Outcomes:

Alignment of Learning Outcomes of Knowledge and Understanding to Teaching and Assessment Methods:		
Course Intended Learning Outcomes (CILOs) in Knowledge and Understanding	Teaching strategies/ methods to be used	Methods of assessment
<b>After completing this course, students will be able to:</b>		
<b>a1</b> Identify and describe in general terms many varieties of English through the use of basic linguistic terms from the linguistic subfields of phonetics, phonology, morphology, syntax and semantics	<ul style="list-style-type: none"> <li>▪ Lectures and seminars</li> <li>▪ Independent reading and writing</li> <li>▪ Classroom discussion</li> <li>▪ Practical exercises</li> </ul>	<ul style="list-style-type: none"> <li>▪ Classroom discussion</li> <li>▪ Sitting for quizzes, mid-term and final exams</li> <li>▪ Written assignments</li> </ul>
<b>a2</b> Describe the sociolinguistic variables that have influenced the development and spread of English varieties in many countries throughout history		

### (B) Intellectual Skills:

Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Intellectual skills			
Program Intended Learning Outcomes (Sub-PILOs) in Intellectual skills		Course Intended Learning Outcomes (CILOs) of Intellectual Skills	
<b>After completing this program, students will be able to:</b>		<b>After completing this course, students will be able to:</b>	
<b>B4</b>	Identify and assess intellectual debates, discussions and paradigms within the fields of language and literary studies.	<b>b1</b>	Evaluate their classmates' discussions based on readings on some English varieties.
<b>B6</b>	Examine the ways in which the English language encodes identity, social relationships and attitudes and, conversely, how social and cultural influences affect the use of the English language.	<b>b2</b>	Explain basic sociolinguistic concepts such as dialect, lingua franca, native speaker, and non-native speakers

### Teaching And Assessment Methods For Achieving Learning Outcomes:

Alignment of Learning Outcomes of Intellectual Skills to Teaching Methods and Assessment Methods:		
Course Intended Learning Outcomes (CILOs) in Intellectual Skills.	Teaching strategies/ methods to be used	Methods of assessment
<b>After completing this course, students will be able to:</b>		
<b>b1</b> Evaluate their classmates' discussions based on readings on some English varieties.	<ul style="list-style-type: none"> <li>▪ Lectures and seminars</li> <li>▪ Classroom discussion</li> <li>▪ Practical exercises</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sitting for quizzes, mid-term and final exams</li> <li>▪ Written assignments</li> </ul>
<b>b2</b> Explain basic sociolinguistic concepts such as dialect, lingua franca, native speaker, and non-native speakers		

### (C) Professional and Practical Skills:

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Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Professional and Practical Skills			
Program Intended Learning Outcomes (Sub-PILOs) in Professional and Practical Skills		Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills	
After completing this program, students will be able to:		After completing this course, students will be able to:	
C2	Use appropriate linguistic aspects in speaking or writing for specific audiences, purposes, contexts and cultures.	c1	Use some linguistic features of other varieties of English in communicating with speakers of different World Englishes.
C5	Successfully utilize strategies to interpret, analyze and critically examine diverse forms of discourse including literary, journalistic, historical and other non-literary texts.	c2	Develop effective strategies to understand and analyze texts taken from different cultural, historical and regional varieties of English.

### Teaching And Assessment Methods For Achieving Learning Outcomes:

Alignment of Learning Outcomes of Professional and Practical Skills to Teaching and Assessment Methods:		
Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills	Teaching strategies/ methods to be used	Methods of assessment
After participating in the course, students will be able to:	<ul style="list-style-type: none"> <li>▪ Lectures and seminars</li> <li>▪ Classroom discussion</li> <li>▪ Practical exercises</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sitting for quizzes, mid-term and final exams</li> <li>▪ Written assignments</li> </ul>
c1 Use some linguistic features of other varieties of English in communicating with speakers of different World Englishes.		
c2 Develop effective strategies to understand and analyze texts taken from different cultural, historical and regional varieties of English.		

### (D) General/Transferable Skills:

Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: General and Transferable skills			
Program Intended Learning Outcomes (PILOs) in General / Transferable skills		Course Intended Learning Outcomes (CILOs) in General / Transferable skills	
After completing this program, students will be able to:		After completing this course, students will be able to:	
D6	Communicate proficiently and fluently in English in different academic, professional and social settings.	d1	Communicate effectively, spoken and written, with members of other cultures/speakers of different English varieties.

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أ.م.د/ هدى العماد

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## Teaching And Assessment Methods For Achieving Learning Outcomes:

Alignment Learning Outcomes of General and Transferable skills to Teaching and Assessment Methods:

Course of Intended Learning Outcomes (CILOs) in General and Transferable Skills	Teaching strategies/methods to be used	Methods of assessment
<p><b>After completing this course, students will be able to:</b></p> <p><b>d1</b> Communicate effectively, spoken and written, with members of other cultures/speakers of different English varieties.</p>	<ul style="list-style-type: none"> <li>▪ Classroom discussion</li> <li>▪ Practical exercises</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sitting for quizzes, mid-term and final exams</li> <li>▪ Written assignments</li> </ul>

## IV. Course topics

### 1. Course Topics/Items:

#### a. Theoretical Aspect

Order	Topic List / Units	CILOs (symbols)	Sub-topic List	Number of weeks	Contact hours
1	<b>Introduction to English Variation</b>	a1; a2;	- Overview - Roots and spread of English - Variation in English	1	3
2	<b>Historical Background</b>	a1; a2; b1; b2; c1; c2	- Old English - Middle English	1	3
3	<b>English Today</b>	a1; a2; b1; b2; c1; c2; d1	- Modern English - World Englishes - English as an international Language	1	3
4	<b>Basic Terminology</b>	a1; a2; b1; b2; c1; c2; d1	- Language, dialect, accent - Standard, non-standard, colloquial, slang, jargon - Social, regional, dialect - Pidgin, Creole	1	3
5	<b>Inner Circle:</b> English as a Native Language	a1; a2; b1; b2; c1; c2; d1	- British English - Wales English - Scots English - Irish English - Features of variations	1	3
6	<b>Outer Circle1:</b> English as a Native Language	a1; a2; b1; b2; c1; c2; d1	- American English - Features of variations	1	3
7	<b>Outer circle 2:</b> English as a Native Language	a1; a2; b1; b2; c1; c2; d1	- Canadian English - Australian & New Zealand English - Features of variations	1	3

عميد مركز التطوير  
أ.م.د/ هدى العماد

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9	<b>Expanding Circle 1:</b> English as a Lingua Franca	A, B, C & D	- South African - Liberian English - Features of variations	1	3
10	<b>Expanding Circle 2:</b> English as Second Language (ESL)	a1; a2; b1; b2; c1; c2; d1	- Indian English, - Hong Kong English - Malaysian English	1	3
11	<b>Expanding Circle 3:</b> English as a Foreign Language (EFL)	a1; a2; b1; b2; c1; c2; d1	- Europe English (EC) - Asia English - Middle East English - South American English - African English	1	3
12	<b>English in Education</b>	a1; a2; b1; b2; c1; c2; d1	- Teaching English as a second Language (TESL) - Teaching English as a Foreign English (TEFL)	1	3
13	<b>Implications</b>	a1; a2; b1; b2; c1; c2; d1	- Innovation - Attitudes - Ideologies	1	3
14	<b>Conclusion</b>	a1; a2; b1; b2; c1; c2; d1	- Revision - Final exam overview	1	3
<b>Number of Weeks /and Units Per Semester</b>				<b>14</b>	<b>42</b>

### b. Training Aspect:

Order	Training Tasks	CILOs (symbols)	Number of weeks	Contact hours
1				
<b>Number of Weeks /and Units Per Semester</b>				

### V. Teaching strategies of the course:

Teaching strategies of the course are included in lectures, student active seminars and independent study. The course is given in the form of lecture slides that demand active participation from the students. The students' participation demands reading and digesting of the literature, preparation for participation in a seminar discussion and written reports of seminar discussions.

#### The Learner's role is activated through a set of strategies:

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>- Lectures</li> <li>- seminars</li> <li>- Small group discussion</li> <li>- Open presentations</li> </ul> | <ul style="list-style-type: none"> <li>- Guided self-study</li> <li>- Presentations</li> <li>- Group activities to build knowledge</li> <li>- group projects</li> </ul> |
|--|---|

#### Assessment Methods:

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>- Written examinations</li> <li>- Assignments</li> <li>- Presentations</li> </ul> | <ul style="list-style-type: none"> <li>- Oral assessment and feedback</li> <li>- Report writing/</li> </ul> |
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- Quizzes	- projects/ classroom practical session - Team work
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## VI. Schedule of Assessment Tasks for Students During the Semester:

No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned Course Learning Outcomes (CILOs symbols)
1	Participation and quizzes	1-12	10	10%	a1; a2; b1; b2; c1; c2; d1
2	Assignments	4-12	10	10%	a1; a2; b1; b2; c1; c2; d1
3	Mid-semester exam	8	20	20%	a1; a2; b1; b2; c1; c2
4	Final Exam	16	60	60%	a1; a2; b1; b2; c1; c2
Total			100	100%	

## VII. Students' Support:

Office Hours/week	Other Procedures (if any)
3 hours/week	E-mail and Whats-Up contact

## VIII. Learning Resources (MLA style or APA style):

<b>1. Textbooks- (not more than 2)</b>
Crystal, David (2005). <i>English as a Global Language</i> , 2nd edition: Cambridge University Press. Schneider, Edgar W. 2011. <i>English around the world</i> . Cambridge University Press.
<b>2. Essential References- (not less than 4)</b>
Jenkins, Jennifer (2009). <i>World Englishes: A Resource Book for Students</i> . 2nd ed. Routledge. Mesthrie, Rajend & Rakesh M. Bhatt. 2008. <i>World Englishes: The Study of New Linguistic Variables</i> . Cambridge University Press. Phillipson, Robert (2009). <i>Linguistic imperialism continued</i> . New York and London: Routledge. Rose, Heath & Galloway, Nicola (2015). <i>Introducing Global Englishes</i> , ISBN 978-0415835329.
<b>3. Recommended Books and Reference Materials.</b>
Kachru, Braj (1992). <i>The Other Tongue</i> . University of Illinois Press. Kachru, Yamuna & Cecil L. Nelson (2006). <i>World Englishes in Asian Contexts</i> . Hong Kong University Press.
<b>4. Electronic Materials and Web Sites etc.</b>
<a href="https://en.wikipedia.org/wiki/List_of_dialects_of_English">https://en.wikipedia.org/wiki/List_of_dialects_of_English</a> <a href="https://grammarist.com/varieties-of-english/">https://grammarist.com/varieties-of-english/</a>
<b>5. Other Learning Material.</b>

عميد مركز التطوير  
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### IX. Course Policies: (Based on the Uniform Students' Bylaw (2007))

1	<b>Class Attendance:</b> Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.
2	<b>Tardiness:</b> A student will be considered late if he/she is not in class after 10 minutes of the start time of class.
3	<b>Exam Attendance/Punctuality:</b> No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.
4	<b>Assignments &amp; Projects:</b> Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the allocated mark.
5	<b>Cheating:</b> Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
6	<b>Forgery and Impersonation:</b> Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
7	<b>Other policies:</b> The University official regulations in force will be strictly observed and students shall comply with all rules and regulations of the examination set by the Department, Faculty and University Administration.

اللجنة الإشرافية:			
م	الاسم	الصفة الوظيفية	التوقيع
١	د/ عباس مطهر	نائب العميد للدراسات العليا	
٢	أ.م.د/ أحمد مجاهد	نائب عميد مركز التطوير وضمان الجودة	
٣	أ.د/ إبراهيم المطاع	نائب رئيس الجامعة للشؤون الأكاديمية	

### Course Plan of English Language Varieties

I. - Information about Faculty Member Responsible for the Course:									
Name of Faculty Member	Location & Telephone No.	E-mail	Office Hours						
			SAT	SUN	MON	TUE	WED	THU	

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II. Course Identification and General Information:						
1	Course Title:	English Language Varieties				
2	Course Number & Code:	DR 65				
3	Credit hours:	C.H				Total
		Th.	Seminar	Pr.	F. Tr.	
		3	-	-		3
4	Study level/year at which this course is offered:	Level III, Semester VI				
5	Pre –requisite (if any):	None				
6	Co –requisite (if any):	None				
7	Program (s) in which the course is offered	BA in English Language Studies				
8	Language of teaching the course:	English				
9	System of Study:	Regular				
10	Mode of delivery:	Interactive lectures				
11	Location of teaching the course:	Faculty of Languages				

III. Course Description:	
<p>This course examines some of the varieties of English language, including their characteristics at various linguistic levels (sounds, morphemes, syntax, and semantics), their use and status in different countries. We will compare and contrast models categorizing English varieties and investigate the history and spread of English, its role in language contact and second and foreign language acquisition, and the formal characteristics of English varieties around the world.</p>	

IV. Intended learning outcomes (ILOs) of the course:	
<p><b>On completion of this course, students will be able to:</b></p>	
<ol style="list-style-type: none"> <li>1. Identify and describe in general terms many varieties of English through the use of basic linguistic terms from the linguistic subfields of phonetics, phonology, morphology, syntax and semantics.</li> <li>2. Describe the sociolinguistic variables that have influenced the development and spread of English varieties in many countries throughout history.</li> <li>3. Evaluate their classmates' discussions based on readings on some English varieties.</li> <li>4. Explain basic sociolinguistic concepts such as dialect, lingua franca, native speaker, and non-native speakers.</li> <li>5. Use some linguistic features of other varieties of English in communicating with speakers of different World Englishes.</li> <li>6. Develop effective strategies to understand and analyze texts taken from different cultural, historical and regional varieties of English.</li> <li>7. Communicate effectively, spoken and written, with members of other cultures/speakers of different English varieties.</li> </ol>	

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رئيس الجامعة  
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V. Course Content:			
a. Theoretical Aspect:			
Order	Topics List	Week Due	Contact Hours
1	<b>Introduction to English Variation</b> - Overview - Roots and spread of English - Variation in English	1 <sup>st</sup>	3
2	<b>Historical Background</b> - Old English - Middle English	2 <sup>nd</sup>	3
3	<b>English Today</b> - Modern English - World Englishes - English as an international Language	3 <sup>rd</sup>	3
4	<b>Basic Terminology</b> - Language, dialect, accent - Standard, non-standard, colloquial, slang, jargon - Social, regional, dialect - Pidgin, Creole	4 <sup>th</sup>	3
5	<b>Inner Circle:</b> English as a Native Language - British English - Wales English - Scots English - Irish English - Features of variations	5 <sup>th</sup>	3
6	<b>Outer Circle1:</b> English as a Native Language - American English - Features of variations	6 <sup>th</sup>	3
7	<b>Outer circle 2:</b> English as a Native Language - Canadian English - Australian & Newzland English - Features of variations	7 <sup>th</sup>	3
8	<b>Mid-Term Test</b>	8 <sup>th</sup>	3
9	<b>Expanding Circle 1:</b> English as a Lingua Franca - South African English - Liberian English - Features of variations	9 <sup>th</sup>	3
10	<b>Expanding Circle 2:</b> English as Second Language (ESL) - Indian English, - Hong Kong English - Malaysian English	10 <sup>th</sup>	3
11	<b>Expanding Circle 3:</b> English as a Foreign Language (EFL) - Europe English (EC) - Asia English - Middle East English - South American English - African English	11 <sup>th</sup>	3
12	<b>English in Education</b> - Teaching English as a second Language (TESL)	12 <sup>th</sup>	3

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	- Teaching English as a Foreign English (TEFL)		
13	<b>Implications</b> - Innovation - Attitudes - Ideologies	13 <sup>th</sup>	3
14	<b>Conclusion</b> - Revision - Final exam overview	14 <sup>th</sup>	3
15	<b>Revision</b>	15 <sup>th</sup>	3
	<b>Final Examination</b>	16 <sup>th</sup>	3
<b>Number of Weeks /and Units Per Semester</b>		<b>16</b>	<b>48</b>

### b. Training Aspect:

Order	Training Tasks	Week Due	Contact hours
1			
<b>Number of Weeks /and Units Per Semester</b>			

### VI. Teaching strategies of the course:

Teaching strategies of the course are included in lectures, student active seminars and independent study. The course is given in the form of lecture slides that demand active participation from the students. The students' participation demands reading and digesting of the literature, preparation for participation in a seminar discussion and written reports of seminar discussions.

#### The Learner's role is activated through a set of strategies:

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>- Lectures</li> <li>- seminars</li> <li>- Small group discussion</li> <li>- Open presentations</li> </ul> | <ul style="list-style-type: none"> <li>- Guided self-study</li> <li>- Presentations</li> <li>- Group activities to build knowledge</li> <li>- group projects</li> </ul> |
|--|---|

#### Assessment Methods:

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>- Written examinations</li> <li>- Assignments</li> <li>- Presentations</li> <li>- Quizzes</li> </ul> | <ul style="list-style-type: none"> <li>- Oral assessment and feedback</li> <li>- Report writing/ projects/ classroom practical session</li> <li>- Team work</li> </ul> |
|---|--|

### VII. Schedule of Assessment Tasks for Students During the Semester:

No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Proportion of Final Assessment
1	Participation and quizzes	1-12	10	10%	10%
2	Assignments	4-12	10	10%	10%
3	Mid-semester exam	8	20	20%	20%

عميد مركز التطوير  
أ.م.د/ هدى العماد

عميد الكلية  
د/ محمد الناصر

نائب العميد لشؤون الجودة  
أ.م.د/ عبد الحميد الشجاع

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4	Final Exam	16	60	60%	60%
	Total		100	100%	

### VIII. Learning Resources (MLA style or APA style):

#### 1. Textbooks- (not more than 2)

Crystal, David (2005). *English as a Global Language*, 2nd edition: Cambridge University Press.  
Schneider, Edgar W. 2011. *English around the world*. Cambridge University Press.

#### 2. Essential References- (not less than 4)

Jenkins, Jennifer (2009). *World Englishes: A Resource Book for Students*. 2nd ed. Routledge.  
Mesthrie, Rajend & Rakesh M. Bhatt. 2008. *World Englishes: The Study of New Linguistic Variables*.  
Cambridge University Press.  
Phillipson, Robert (2009). *Linguistic imperialism continued*. New York and London: Routledge.  
Rose, Heath & Galloway, Nicola (2015). *Introducing Global Englishes*, ISBN 978-0415835329.

#### 3. Recommended Books and Reference Materials.

Kachru, Braj (1992). *The Other Tongue*. University of Illinois Press.  
Kachru, Yamuna & Cecil L. Nelson (2006). *World Englishes in Asian Contexts*. Hong Kong University Press.

#### 4. Electronic Materials and Web Sites etc.

[https://en.wikipedia.org/wiki/List\\_of\\_dialects\\_of\\_English](https://en.wikipedia.org/wiki/List_of_dialects_of_English)  
<https://grammarist.com/varieties-of-english/>

#### 5. Other Learning Material.

### IX. Course Policies: (Based on the Uniform Students' Bylaw (2007))

1	<b>Class Attendance:</b> Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.
2	<b>Tardiness:</b> A student will be considered late if he/she is not in class after 10 minutes of the start time of class.
3	<b>Exam Attendance/Punctuality:</b> No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.
4	<b>Assignments &amp; Projects:</b> Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the allocated mark.
5	<b>Cheating:</b> Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.

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أ.م.د/ عدنان الشعبي

رئيس الجامعة  
أ.د/ القاسم عباس



6	<b>Forgery and Impersonation:</b> Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
7	<b>Other policies:</b> The University official regulations in force will be strictly observed and students shall comply with all rules and regulations of the examination set by the Department, Faculty and University Administration.

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