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تاريخ اللغة الإنجليزية Course Specificationfor History of English Language

I. Course Identification and General Information:					
Course Title:	History of English Language				
Course Code and Number:					
Credit Hours:	theory	practice	seminar	training	Total
dicare mounds.	14				42
Level & Semester:	Level three, second semester				
Pre-requisites (if any):	none				
Co-requisites (if any):	none				
Program in which this course is	BA in English and Literature				
offered:					
Language of teaching the course:	English				
Location of teaching the course:	Faculty of Arts and Humanities, Department of				
	English and Literature				
Prepared by:	Dr.Hamed Al-Mogarry				
Date of Approval:					

II. (Course	Descrip	tion:
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History of English Language is a course designed to be taught to level three students studying English as a foreign language. It aims to expose students to the History of English Language pointing out the main historical developments and changes. This course also introduces some information about the origins of English language, the main historical divisions of English language, and changes of such a language in terms of vocabulary, grammar, syntax and phonology.

III. Aims and Objectives of the Course:

- 1. To provide a review of the different periods of thehistory of English language,
- 2. To discuss the differences between the different periods of the English Language history,
- 3. To compare between Old and Modern English in terms of grammatical and linguistic features,
- 4. To critically trace the development of English language grammar throughout its history,
- 5. To compare and contrast between the main characteristics of American and British English.

$IV. \ Alignment \ of \ Course \ Intended \ Learning \ Outcomes \ (CILOs) \ to Program \ Intended \ Course \ Intended \ Cours$		
Learning Outcomes (PILOs)		
DIT O	CII O	

PILOs	CILOs		
(A) Knowledge &	& Understanding:		
Upon the completion of the BA program, students are expected to be able to:	Upon the completion of this course, students are expected to be able to:		
A1: showknowledge and understanding of	a1-provide a review of the different periods		

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different linguistic and literary theories	of the history of English language,
and schools of thought and English and	
American linguistics/literature;	
A2: expressa knowledge of social values and	a2-narrate the main events of the history of
traditions common in other cultures;	English language,
A3: show a solid background of various	a3-name some famous literary figures
communication skills, be it reading,	throughout the history of English language,
writing, speaking, or translation skills;	
A4: show knowledge and understanding of	a4-
modern research tools and methods,	
including the employment of technology;	
(B) Intelle	ctual Skills
B1: distinguish different literary forms and	b1-discuss the differences between the
currents as well as their distinct	different periods of the English Language
characteristics;	history,
B2: evaluate linguistic and cultural	b2-study the main features of Modern
phenomena and suggest explanations for	English,
them;	
B3: compare different literary, linguistic and	b3-compare between Old, middle and
translation theories and strategies;	Modern English in terms of grammatical and
	linguistic features,
B4: distinguish different language skills in	b4-
terms of reading, writing, and speaking	
and listening;	
(C) Professional	& Practical Skills
C1: employ theories, terms and concepts	c1-trace the development of English language
common in literature, linguistics and	grammar throughout its history,
translation studies;	
سَون الجودة عميد الكلية	رئيس القسم نائب العميد للت

شراف

د. حسين أحمد الورد

رئيس الجامعة أ.د. القاسم محمد عباس

أ.م.د. عبدالملك محمد عيسى

عميد مركز التطوير الأكاديمي وضمن الجودة أ.م.د. هدى العماد

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C2: employ different language skills in order	c2-write a critical essay about theHistory of		
to read and write different texts in English	English Language,		
and translate them from English into			
Arabic and vice versa;			
C3:use scientifically-appropriate research	c3-conduct a contrastive study between the		
tools and methods to collect research	main characteristics of American and British		
data, analyze them, and present them in	English,		
a n appropriate manner;			
C4: make use of basic technological	c4-		
applications to facilitate learning and			
research process;			
(D) Transferrable Skills			
D1 : make use of the linguistic and cultural	d1-apply what they learn in English language		
knowledge acquired in order to interact	history to other languagese.g, Arabic,		
efficiently and appropriately with people			
from different cultures;			
D2: manage time, work under pressure, and	d2-prepare applicable plans for activities		
involve in team activities;	done after studying		
D3: pursue knowledge to improve self-	d3-suggest and summarize some books,		
learning;	magazines, websites, applications etc		
icarming,	magazines, websites, applications etc		
D4: involve creatively in social and academic	d4- engage in pair and group activities such		

IV. Alignment of Course Intended Learning Outcomes (CILOs)					
(A) Alignment of Course Intended Learning Outcomes of Knowledge and					
Understanding to Teaching Strategies and Assessment Strategies:					
Course Intended Learning Outcomes Teaching Strategies Assessment					
Strategies					

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a1-provide a review of the different periods	Lecture	Oral discussion
of the history of English language,	Class discussion	Quiz and mid and final exam
a2-narrate the main events of the history of	Lecture	Homework
English language,	Presentation Class discussion	Quiz and mid and final exam
a3-name some famous literary figures	Lecture	Homework
throughout the history of English language,	Class discussion	Quiz and mid and final exam
a4-		
a5-		

(B) Alignment of Course Intended Learning Outcomes of Intellectual Skills to Teaching Strategies and Assessment Strategies:

Course Intended Learning Outcomes	Teaching Strategies	Assessment
		Strategies
b1-discuss the differences between the	Lecture	Presentation
different periods of the English Language	Presentation Class discussion	Homework Quiz , mid and final
history,		exam
b2-study the main features of Modern	Lecture	Presentation
English,	Practical analysis Class discussion	Homework Quiz and mid and final exam
b3-compare between Old and Modern	Lecture	Presentation
English in terms of grammatical and linguistic	Practical analysis Class discussion	Homework Quiz and final exam
features,		
b4-		
b5-		

(C) Alignment of Course Intended Learning Outcomes of Professional and Practical Skills to the Teaching Strategies and Assessment Strategies:

Course Intended Learning Outcomes	Teaching Strategies	Assessment
		Strategies
c1-trace the development of English language	Lecture	Presentation
	Practical analysis	Homework

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grammar throughout its history,	Class discussion	Quiz and mid and final exam		
c2-write a critical essay about theHistory of English Language,	Lecture Practical analysis Class discussion	Presentation Homework Quiz, mid and final exam		
c3-conduct a contrastive study between the main characteristics of American and British English,	Lecture Practical analysis Class discussion	Presentation Homework Quiz and final exam		
c4-				
c5-				
(D) Alignment of Course Intended Learning Outcomes of Transferable Skills to Teaching Strategies and Assessment Strategies:				
Course Intended Learning Outcomes	Teaching Strategies	Assessment Strategies		
d1-apply what they learn in English language history to other languagese.g, Arabic,	Lecture Pair discussion			
d1-apply what they learn in English language	Lecture	Strategies Seminar		
d1-apply what they learn in English language history to other languagese.g, Arabic, d2-prepare applicable plans for activities	Lecture Pair discussion Lecture	Strategies Seminar Debate homework		
d1-apply what they learn in English language history to other languagese.g, Arabic, d2-prepare applicable plans for activities done after studying d3-suggest and summarize some books,	Lecture Pair discussion Lecture Class discussion Lecture	Strategies Seminar Debate homework presentation, debate homework		

V. Course Content:					
A·	Theoretical Asp	ect:			
Order	Units/Topics	Sub-Topics	Numbe r of	Contact Hours	Learning Outcomes
			Weeks		
1	Introduction	Introduction, definition and the main topics of the semester	1	3	a1,a2,b3,c1

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2	Proto-Indo	Its history, branches	1	3	a1,a2,c1,c2
	European languages	& sub branches and, grammatical features			
3	Proto-Germanic	History of this parent, the main grammatical features and characteristics	1	3	a1,a2,c1, c2
4	Old English	Old English, historical background + grammatical features of old English	1	3	a1,a2,a3,b1,b3
5	Middle English	Middle English, historical background + grammatical features	1	3	a1,a2,a3,b1,b3,c 1,c2
6	Early Modern English	Early Modern English, historical background + grammatical features	1	3	a1,a2,a3,b1, b2,c1, c2
7	Mid- term exam	Mid- term exam	1	3	a1,a2,a3,b1,b2,b 3,c1,c2
8	late Modern English	late Modern English, historical background + the main grammatical features and characteristics	1	3	a1,a2,a3,b1, b2,c1, c2
9	English texts from different periods	English texts from different periods such as poetry, novels ,essays ,stories and plays	1	3	a1,a2,a3,b1, b2,c1, c2,c3,d1
10	Sound changes of Old to Modern	Sound changes of Old English to Modern English, phonology and phonetics	1	3	a1,b1,b2,b3,c1,d 1,d2
11	The role of foreign Ls in English L Development	The role of foreign Languages in English L Development such as Latin and Greek	1	3	a1,a2,a3,b1, b2,c1, c2,c3,d1
12	The role of foreign Ls in English L	The role of foreign Languages in English L Development such	1	3	a1,a2,a3,b1, b2,c1, c2,c3,d1

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	Development (2)	as Germanic and French			
13	The role of Arabic Language in English L Development	The role of Arabic Language in English L Development	h 1	3	a1,a2,a3,b1, b2,c1, c2,c3,d1,d3
14	Final exam	Final exam	1	3	a1,a2,a3,b1,b2,b 3,c1,2c,c3,d1,d2, d3
Number Semeste	of Weeks and Corer:	ntact Hours per			
В	. Practical Aspec	t (if any):	/		
Order	Tasks/Ex	xperiments	Number	Contact	Learning
			of Weeks	Hours	Outcomes
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
	r of Weeks and (Contact Hours			
per Sen	nester:				

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VI. Teaching Strategies of the Course
Lecture
Practical analysis
Class discussion
Pair discussion
Presentation

VII.	VII. Activities/Assignments				
No.	Activities/Assignments	Aligned CILOs	Week	Mark	
			Due		
1	Attendance and Participation	All along	All along	10	
2	Assignments	a2,a3,b1,b2,b3,c1,c2,c3,d2,d4	All along	10	

VIII.	VIII. Schedule of Assessment Task for Students During the Semester:					
No	Assessment	Week	Mark	Proportion of	Aligned CILOs	
•	Method	Due		Final Assessment		
1	Assignments		10	10%	a2,a3,b1,b2,b3,c 1,c2,c4,d2,d4	
2	Attendance and Participation	All along	10	10%	All along	
3	midterm	7	10	10%	a1,a2,a3,b1,b2,b 3,c1,c2	
4	written final exam		70	70%	a1,a2,a3,b1,b2,b 3,c1,2c,c3,d1,d2 ,d3	
	Total Mark		100	100%		

IX. Learning Resources:

- A. Required Textbook(s) (maximum two):
 - 1. Brook G. 1999. History of the English Language. London,
 - 2. Strang B.A. 1997. A History of English. London.
- **B:** Essential References:
 - 2. Brook G. 1999. History of the English Language. London,
 - 2. Strang B.A. 1997. A History of English. London.

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C. Electronic Materials and Websites:	
1. Wikipedia.	
2.google.	
3.	

X. Co	X. Course Policies:		
1.	Class Attendance:		
2.	Tardy:		
3.	Exam Attendance/Punctuality:		
4.	Assignments/Projects:		
5.	Cheating:		
6.	Plagiarism:		
7.	Other Policies:		

{END}

الرواية الإنجليزية في القرن (١٩)

Template for Course Specification

I. Course Identification and General Information:					
Course Title:	19 th CE	19 th CENTURT ENGLISH NOVEL			
Course Code and Number:					
	theory	seminar	practice	training	Total
Credit Hours:	3 hrs				42 hrs
Level & Semester:	Level 3	Semeste	r II	l	
Pre-requisites (if any):	18 th Cen	18 th Century English Novel			

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Co-requisites (if any):	
Program in which this course is	B.A. in English
offered:	
Language of teaching the course:	English
Location of teaching the course:	Faculty of Arts and Humanities – University of
	Sana'a
Prepared by:	DR. ANTELAK MOHAMMED ABDULMALKE
	ALMUTAWAKEL
Date of Approval:	

II. Course Description:

19th Century English Novel Course is the second course in the novel genre. The course focuses on 19th century English Novel. It explores the structure, narrative symbolism and imagery and perspectives as techniques used by various novelists in the period. With regards to themes the course focusses on such as class conflict, socialism, and the important changes that took place in the English society during this time. The students will be encouraged to show appreciation of individual works and connect them to the global cultural scene. Two to four novels will be read during the course representing four major authors (namely Jane Austin, Charles Dickens, Lewis Carroll, and George Eliot, PLEASE REMEMBER THESE ARE MOSTLY 19TH CENTUR AUTHORS) Students will also examine the historical background of the 19th century and the major developments that accompanied the emergence of the novel as a genre during the 18th century.

III. Aims and Objectives of the Course:

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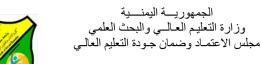
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- 1. To introduce students to the culture, ideas and issues related to English literature in the 19th century.
- 2. To enable students to establish links between English culture and their own culture and literature. (Visiting lecturers from the Arabic Literature Dep. or Yemeni novelists will be invited)
- 3. To improve students' capacity of reading literary texts and develop critical thinking.
- 4. To enhance the use of the basic tools of literary analysis of the novel.

IV. Alignment of Course Intended Learning Outcomes (CILOs)toProgram Intended				
Learning Outcomes (PILOs)				
	CILOs			
PILOs				
(A) Knowledge & Understanding:				
Upon the completion of the BA program, students are expected to be able to:	Upon the completion of this course, students are expected to be able to:			
A1: show knowledge and understanding of	a1- To Show awareness of the major themes			
different linguistic and literary theories	and concepts in English 19 th century novel			
and schools of thought in English				
linguistics/literature;				
A2: show knowledge of social values and	a2- To Show understanding and accepting			
traditions common in other cultures;	other different cultures and notice the common culture among all humans that could			

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	be seen through reading literature.
A3: show a solid background of various	a3- To Reflect their understanding of the
communication skills, be it reading,	material studied through their ability to
writing, speaking, or translation skills;	express, themes in fluent spoken English and
	accurate writing.
A4: show knowledge and understanding of	a4- Be able to use the computer and internet
modern research tools and methods,	to communicate their ideas promptly and
including the employment of	produce good critical essays throughout the
technology;	semester, and search for related essays in the
	electronic library.
(B) Intellectual Skills	
B1: distinguish different literary forms and	B1- Be able to differentiate between the
currents as well as their distinct	varied literary aspects of fiction genres of the
characteristics;	short story, novel and novella.
B2: evaluate linguistic and cultural	b2- Be able to think critically and analytically
phenomena and suggest explanations	and analyze the various aspects of the 19 th
for them;	Cent. Novel.
B3: compare different literary, linguistic	b3- To be able to interpret & explain the
and translation theories and strategies;	literary characteristics of the novel, and
	understand the reasons for their emergence
	compared to 18 th cent. novel.
B4: distinguish different language skills in	b4- Analyze the forms and styles used in the
terms of reading, writing, and speaking	short story produced by 19 th century novel
and listening;	authors.
(C) Professional & Practical Skills	
C1: employ theories, terms and concepts	c1- Interpret 19th century novels using a
common in literature, linguistics and	variety of critical perspectives and to Explain
translation studies;	the relationship between select historical
	events/trends and the studied novels.

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C2: employ different language skills in	c2- Develop some language skills to enhance
order to read and write different texts	their ability to analyze, paraphrase and
in English and translate them from	interpret texts from 19 th cent. novels.
English into Arabic and vice versa;	
C3:use research tools and methods to	c3- Conduct in-depth research based on
collect research data, analyze them,	individual and groups efforts through library
and present them in a scientifically	reading to supplement their spoken and
appropriate manner;	writing skills.
C4: make use of basic technological	c4- Make use of electronic journals and
applications to facilitate learning and	databases
research process;	
(D) Transferrable Skills	
D1: make use of the linguistic and cultural	d1- Have the capacity to interact tactfully
knowledge acquired in order to interact	with people of different culture.
efficiently and appropriately with	
people from different cultures;	
D2: manage time, work under pressure,	d2- Cooperate with others class mats to
and involve in team activities;	conduct report papers within a short time and
	under pressures of exams and other
	assignments
D3: pursue knowledge to improve self-	d3- Develop interest in acquiring more
learning;	knowledge in the field and other practical
	ways to deepen interest in self-learning. Same
	here
D4: involve creatively in social and	d4- Use creative thinking and critical ways to
academic activities.	enhance personal skills that engage with
	others in social and academic activities.
	1

IV. Alignment of Course Intended Learning Outcomes (CILOs)

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(A) Alignment of Course Intended Learning Outcomes of Knowledge and Understanding to Teaching Strategies and Assessment Strategies:

to reaching strategies and Asso	essment offates.	
CILOs	Teaching Strategies	Assessment
		Strategies
a1- To be able to provide a	- Library activities	- class participation
critical review of the major	- lectures	- quizzes
themes and concepts in English	- class discussion	- mid-term exam
19 th cent. Novel and the	- Team work	-Presentation
historical events that influenced	- presentation	
its emergence.	- assignment	
	- Guest lecturer	
	- Self learning	
a2- show understanding of the	- lectures	- class participation
various elements that	- class discussion	- quizzes
contributed to the emergence of	- presentation	- mid-term exam
the new story whether political,	- assignment	- research report
gender, philosophical or social.	- produce Creative work	- End-of-term
	- research report	debriefing in class of students and teacher
	- Self learning	regarding what went
		well and what could have gone better.
		-Small group
		instructional diagnosis
		(SGID) whereby instructors exchange
		classes and gather
		information from each other on specific
		points outlined by the
		instructor being
a2 vofloat their understanding of	loctures	evaluated.
a3- reflect their understanding of	- lectures	- class participation

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the material studied through the	- class discussion	- quizzes
ability to express ideas in fluent	- presentation	- mid-term exam
spoken English and accurate	- assignment	-creative work (writing
writing.	- Team work	a short story, painting
	- Discussions with guest	of characters, plays on
	lecturer (Yemeni	themesetc. left open
	novelists professors of	for students' creativity
	Arabic Dept. PHD	
	students in the same	
	field).	
	- Self learning	
a4- To be able to use the	- class discussion	- quizzes
computer and internet to	- presentation	- class participation
communicate their ideas	- assignment	- mid-term exam
promptly, and produce well	- Team work	-research reports
researched reports throughout	- Self learning	
the semester.		

(B) Alignment of Course Intended Learning Outcomes of Intellectual Skills to Teaching Strategies and Assessment Strategies:

CILOs	Teaching Strategies	Assessment
		Strategies
b1-Contrast the major literary	- lectures	- class participation
and philosophical elements of the	- class discussion	- quizzes
of the NOVEL to other genres	- presentation	- mid-term exam
of fiction.	- assignment	
	- guest lecturer	
b2- Appreciate the various	- lectures	- class participation
aspects of the 19 th cent. novel	- class discussion	- quizzes
and its impact on the English	- presentation	- mid-term exam

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culture and vice versa.	- assignment	
	- Team work	
b3- Interpret the literary	- lectures	- class participation
characteristics of a 19 th cent. and	- class discussion	- quizzes
understand the reasons for their	- presentation	- mid-term exam
emergence.	- assignment	
b4- Analyze the forms and styles	- lectures	- class participation
used in the fiction produced	- class discussion	- quizzes
during this period.	- presentation	- mid-term exam
	- assignment	-Final Exam
	- Team work	-Research reports

(C) Alignment of Course Intended Learning Outcomes of Professional and Practical Skills to the Teaching Strategies and Assessment Strategies:

CILOs	Teaching Strategies	Assessment
		Strategies
c1- Analyze the forms and	- lectures	- class participation
styles used in the selected	- class discussion	- quizzes
novels.	- Group work	- mid-term exam
	- presentation	
c2- Use literary language skills	- lectures	- class participation
to analyze texts from the 19 th	- class discussion	- quizzes
century novels and relate them	- presentation	- mid-term exam
to aspects and background of the	- assignment	- Final Exam
novel.	- Group work	
c3- Carry out some in-depth	- lectures	- class participation
research based on individual or	- class discussion	- quizzes
team efforts through library	- presentation	- mid-term exam

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reading or electronic resources	- assignment	
to supplement spoken and		
writing skills.		
c4- Take advantage of computer	- presentation	- class participation
and internet facilities to produce	- assignment	- quizzes
good and prompt analytical	- Research report	- mid-term exam
reports.		- research reports

(D) Alignment of Course Intended Learning Outcomes of Transferable Skills to Teaching Strategies and Assessment Strategies:

CILOs	Teaching Strategies	Assessment	
		Strategies	
d1- use the literary and cultural	- group discussion	- oral quizzes	
knowledge in order to	- pair work	- individual	
communicate efficiently with	-Team self-learning work	presentation	
people from different cultures			
d2- manage time and engage in	- group discussion	- oral quizzes	
team activities	- pair work	- individual	
	-Team work	presentation	
d3-engage creatively in social	- group discussion	- oral quizzes	
and academic activities	- pair work	- individual	
	-Compare and contrast stories to	presentation	
	our culture and stories from real	-Group presentation	
	life.	-Guest lecturer from	
	-Compare to the development of	Arabic Literature Dep.	
	the novel in the Arabic &	or Yemeni novelists	
	Yemeni literature)		

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V. Course Content: 1-Theoretical Aspect: Order **Units/Topics Sub-Topics** Contact Learning Number of Weeks **Hours Outcomes** 1 Revision of the The influence left by the 19th century 18th Cent. 1 3 a1, a2, a3, b1 History of pioneer novelists (e.g. English Jane Austin, Charles literature and Dickens, Lewis history of Carroll, George Eliot, **England** Thomas Hardy) 2 Revision of the Elements, art, and 3 a2, a3, b2, c1, Aspects of the techniques c2, c3, d2 novel. PRIDE & 3 **JANE AUSTEN PREJDUICE** 3 9 a2, a3, b2, c1, c2, c3, d2 CHALRELS 4 DAVID 9 a2, a3, b2, c1, 3 **DICKENS** COPEFIELD OR c2, c3, d2 ANY OTHER **NOVEL BY CHALRELS**

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		DICKENS			
5	LEWIS	ALICE IN THE			a2, a3, b2, c1,
	CARROLL	WONDERLAND	3	9	c2, c3, d2
6	GEORGE	ANY SELECTED	3	9	a2, a3, b2, c1,
where	ELIOT	NOVEL.			c2, c3, d2
are					
weeks					
7&8?					
9	THOMAS	ANY SELECTED	BY THE		
	HARDY	NOVEL.	END OF	SEFL-	WRITTEN
			THE	STUDY	REPORT
			TERM		
Number of Weeks and Contact Hours per		14	42		
Semeste	er:				

2. Practical Aspect (if any):

Order	Tasks/Experiments	Number	Contact	Learning
		of Weeks	Hours	Outcomes
1	NOT APPLICABLE			
2				
3				
4				
5				
6				
7				
8				
9				

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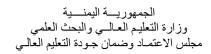
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10			
Number	r of Weeks and Contact Hours per		
Semeste	er:		

VI. Teaching Strategies of the Course

- Lectures
- Group Discussions
- Individual Presentations

VII. Activities/Assignments					
No.	Activities/Assignments	Aligned CILOs	Week Due	Mark	
1	Attendance and Participation	d1, d2, d3	All weeks	10	
2	Assignments	a1, a2, a3, b1, b2, b3,	All weeks	10	
		c1, c2, c3, d1, d2, d3			

VIII	VIII. Schedule of Assessment Task for Students During the Semester:					
No	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned CILOs	
1	Assignments	Weeks	10	10%	a1, a2, a3, b1,	
		2-13			b2, b3, c1, c2,	
					c3, d1, d2, d3	
2	Attendance and	All	10	10%	d1, d2, d3	
	Participation	weeks				
3	midterm	Week 7	20	20%	?	
4	written final exam	Week 14	60	60%	?	
Tota	l Mark		100	100%		

IX. Learning Resources:

A. Required Textbook(s) (maximum two):

1. SIGNED NOVELS

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B: Essential References:

- 1. E.M.Forster. Aspects of the Novel. 1927. please italicize titles
- 2. How to Study a Novel, Martin Coyle & Jhon Peck. New York: Palgrave Macmillan.
- 3. The Norton Anthology of English Literature, Oxford, vol 1, 2000
- 4. Critical Studies on 19th Cen. Novelists. Online essays

C. Supplementary Materials:

Other learning material such as computer-based programs/CD, professional standards or regulations and software.

- U-tube lectures.
- CD Films

D. Electronic Materials and Websites (if any): .

http://www.sparknotes.com/lit/Charle Dickens/

https://www.enotes.com/topics/ essays on Dickens' works

http://www.shmoop.com/The Life of Our Lord

http://www.sparknotes.com/lit/charles dickens pdf/

https://www.cliffsenotes.com/literature/ Hard Times /book-summary

Critical articles of short stories on website. Students search by themselves

X. Course Policies:

1. Class Attendance:

- Absence is absence whatever is the reason.
- Absence, however, does not constitute as an excuse for not completing assignments or keeping yourself updated. A student is responsible for all the class work and handing in papers on-time in spite of his/her absence.
- Based on the university by-laws a student must attend 70 % of classes in order to have the right to receive a grade, which means that he/she is

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allowed a maximum of four absences during the whole semester. Five absences will result in an "F" regardless of his/her progress. (according to the law of the university)

- 2. Tardiness: (Based on the university laws)
 - 1. All students are expected to conduct themselves in a professional manner. Unprofessional behavior such as, but not limited to, repeated disruption of class (including habitually walking in after class has started), sleeping in class, doing other course work in class, reading a newspaper in class, a ringing cell phone, frequent side conversations with other students and/or rudeness toward any person will be considered a serious violation of this standard and will lower your grade accordingly. Please be sure to turn off your cell phone before the start of class.
 - 2. Attention to detail entails being prepared for class. This would include, but is not limited to; having a pencil/pen, note pad, calculator; reading and following the course syllabus, etc. All students are expected to conduct themselves in a professional manner. Unprofessional behavior such as, but not limited to, repeated disruption of class (including habitually walking in after class has started), sleeping in class, doing other course work in class, reading a newspaper in class, a ringing cell phone, frequent side conversations with other students and/or rudeness toward any person will be considered a serious violation of this standard and will lower your grade accordingly. Please be sure to turn off your cell phone before the start of class.
 - 3. Attention to detail entails being prepared for class. This would include, but is not limited to; having a pencil/pen, note pad, calculator; reading and following the course syllabus, etc.
- 3. Exam Attendance/Punctuality:

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	As per university council decision, a student is eligible for a Test, Midterm or Final examination make-up if and only if he/she had the following incidents:
	1. Sickness; proved by hospitalization report; that is; a discharge
	summary is necessary. 2. Death in the family proved by a death certificate or equivalent and personal identification.
	3. Accidents proved by an expert report.
	Military/Official engagement.
4.	Assignments/Projects:
	Homework should be clearly presented i.e.:
	1. It should be written on A4 paper.
	2. It should include a title page (Course Name, Semester, Date, Name).
	3. Should submitted on time.
5.	Cheating: (Based on university by-laws)
	Cheating is strictly prohibited behavior.
	University regulations will be pursued and enforced on any cheating student
6.	Plagiarism: (Based on university laws)
	Plagiarism is defined as "copying or stealing someone else's words or ideas and
	claiming or presenting them as if they were your own." University regulations will be pursued and enforced on any plagiarism attempt.
7.	Other Policies:

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