



## EDUCATION FOR SDGs



## Sustainable Development Goals



## Introduction

The College of Humanities and Sciences offers undergraduate programs: Applied Linguistics and Translation. The duration of each program is four years. The development of these programs is based on the needs of the local community and the interdisciplinary nature of academic subjects. The choices of programs and specialized concentrations can help students to communicate with other cultures to keep abreast with the fast pace and challenges of the information age. The College of Humanities and Sciences aspires to provide students with a high-quality education in the humanities and sciences in order to enhance their cultural awareness and broaden their horizons. The College of Humanities and Sciences aims to provide students with quality educational opportunities to create long-life learners who explore and appreciate the diversity of cultures and languages, think critically, and contribute to the good of humanity. The College of Humanities and Sciences has a commitment to advancing research in the humanities and to serving the community.

Our faculty members have accomplished professionals of both practitioners and academics who bring a wealth of extensive academic experience across a wide spectrum of research interests in humanities. With strong links with businesses and public sector bodies, the faculty provides practical real-world learning that prepares students to become the change-makers of tomorrow.

We pride ourselves on our successful alumni who are equipped with the entrepreneurial, creative, and agile mindset needed in today's dynamic workplace. With top-notch skills in languages, communications, and research, our graduates are some of the highly sought candidates by employers in the Kingdom.

The career prospects for our students are limitless as more opportunities continue to emerge within both the public and private sectors under Vision 2030 including education, business and investment, media and journalism, and tourism and culture – only to name a few.

## Research

PSU humanities scholars strive to advance research that makes a difference in the world through its research labs and research groups:

1. **EDUCATIONAL RESEARCH LAB ERL:** The ERL seeks to ensure continuous enhancement and assurance of excellence in education in the Kingdom of Saudi Arabia and the Middle East via research and practice. The Education Research Lab provides professional mentoring and support for faculty who implement and embed research-based teaching practices in their classrooms in order to continually improve pedagogy in K-12 schools, colleges, and universities throughout KSA. To fulfill this mission, the committee actively supports researchers, faculty, and students who experiment with and investigate current teaching practices.
2. **APPLIED LINGUISTICS RESEARCH:** The Applied Linguistics Research Lab (ALLAB) at Prince Sultan University aims to provide quality research in applied linguistics and contribute to relevant community and world challenges. The Applied Linguistics Research Lab (ALLAB) is committed to quality research output in highly ranked publication venues and the creation of strong links between research and the community it should serve. The Lab conducts research, holds research-related activities, offers training to interested budding researchers, and provides research-based consultations.
3. **LITERARY & DIGITAL STUDIES RESEARCH GROUP LDSH:** The aim of LDSH is to establish a digital humanities infrastructure. The steps for doing so start with the introduction of digital humanities courses and projects to train both humanities students and computer science students to experiment with computational tools of human expression. A collaborative community on digital humanities grows and flowers from the bottom-up. The faculty from the College of Humanities and Sciences teaming with the College of Computer and Information Sciences together with the PSU librarians and students will be the driving force of this research unit. The mission of the Literary and Digital Studies in the Humanities research group is to produce quality research with a high impact factor reflecting the transformation of humanities' studies through technology. The group provides a platform for collaborative, cross-disciplinary research in the field of humanities by promoting and supporting projects that utilize digital research methods and tools. Ultimately the group is committed to linking research to the teaching and learning process.
4. **Theoretical and Applied Sciences Lab (TAS Lab):** Our vision in TAS lab is to be an active research lab that is recognized locally, nationally, and globally for quality research, design, and curriculum that inspires dynamic teaching and learning. The missions of TAS lab are:
  - To contribute to the body of professional knowledge and practice in research, teaching, and learning
  - To conduct research that serves students, faculty, and society.

The objectives of TAS lab are:

- Promote collaboration, collegiality, and community
- Foster sustained interdisciplinary partnerships
- Generate knowledge to help evolve the education of successful science professionals
- Publish high standard articles in indexed international journals

It is worth mentioning that the TAS lab published many papers with the cooperation of highly qualified researchers from many countries such as Malaysia, Pakistan, India, Jordan, Turkia, and the United States. The researchers in the TAS lab are interested in publishing high-quality papers in high standard journals with high impact factors in many subjects such as Fixed Point, Fractional Calculus, Statistical Analysis, Computational Analysis, and Physics.

**Recently Prof. Wasfi Shatanawi, Prof. Jihad Alzabutand, Prof. Thabet Abduljawad and, Dr. Aziz Khan** have been ranked among the **top 2%** of scientists in the world according to a study conducted by **Stanford University in 2021**. The study depends on the number of citations and the h-index of each scientist.



Also, the lab published many highly cited papers such as:

1. Differential equations of even-order with p-Laplacian like operators: qualitative properties of the solutions, by **Bazighifan, O; Abduljawad, T and Al-Mdallal, QM**, ADVANCES IN DIFFERENCE EQUATIONS 2021.
2. New discrete inequalities of Hermite-Hadamard type for convex functions, by **Mohammed, PO; Abduljawad, T; (...); Jarad, F**, ADVANCES IN DIFFERENCE EQUATIONS 2021.
3. Contributions of the fixed point technique to solve the 2D Volterra integral equations, Riemann-Liouville fractional integrals, and Atangana-Baleanu integral operators, by **Hammad, HA; Aydi, H and Mlaiki, N**, ADVANCES IN DIFFERENCE EQUATIONS 2021.



One of the published papers of TAS Lab was classified as a **hot paper** according to Clarivate Analytics, this paper is:

Investigation of the p-Laplacian nonperiodic nonlinear boundary value problem via generalized Caputo fractional derivatives by **Matar, MM; Abbas, MI; Alzabut, J; Kaabar, MKA; Etemad, S; Rezapour, S**, ADVANCES IN DIFFERENCE EQUATIONS 2021.

It is worth mentioning that some members of the TAS lab are editors in many reputed journals. And some led special issues of some reputed journals. Also, some of them delivered plenary talks in reputed conferences.



According to the Scopus database, the TAS lab published more than 180 papers. Also, the TAS lab conducted many seminars, here are some of the certificates:



Examples of recent publications that are related to SDGs are listed below:

**Web of Science + Scopus**

- Bailey, D., Almusharraf, N., & Hatcher, R. (2020). Finding satisfaction: intrinsic motivation for synchronous and asynchronous communication in the online language learning context. *Education and Information Technologies*, 1-21.
- Almusharraf, N., & Alotaibi, H (2020). Gender-based EFL Writing Error Analysis Using Human and Computer-Aided Approaches. *Educational Measurement: Issues and Practice*.
- Almusharraf, A. & Almusharraf, N. (2021). Socio-interactive practices and personality within an EFL online learning environment. *Education and Information Technologies*, 1-20.
- Almusharraf, N. & Bailey, D. R. (2021). Online engagement during COVID-19: Role of Agency on Collaborative Learning Orientation and Learning Expectations. *Journal of*

*Computer Assisted Learning.*

- Bailey, D. R., & Almusharraf, N. (2021). The Instructor Influence on Engagement and Language Play in Online Social Media Forums. *Computer Assisted Language Learning Electronic Journal*.
- Almusharraf, N. & Almusharraf, A., (2021). Postsecondary Instructors' Reflective Teaching Practices in relation to Gender Differences and Teaching Experience. *Journal of Ethnic and Cultural Studies*. 8 (3), 1-16.
- Almusharraf, N. (2021): Incorporation of a game-based approach into the EFL online classrooms: students' perceptions, *Interactive Learning Environments*, doi.10.1080/10494820.2021.1969953
- Alotaibi, H., AlKhaifah, H. & Alsaeed, D. (2020). Teaching Programming to Students with Vision Impairment: Impact of Tactile Teaching Strategies on Student's Achievements and Perceptions. *Sustainability*, 12(13), 5320; <https://doi.org/10.3390/su12135320>.
- Costley, J., Fanguy, M., Lange, C. & Baldwin, M. (2020). The effects of video lecture viewing strategies on cognitive load. *Journal of Computing in Higher Education*. <https://doi.org/10.1007/s12528-020-09254-y>

Lange, C. & Cosley, J. (2020). Improving online video lectures: Learning challenges created by media. *International Journal of Educational Technology in Higher Education*, 17(16). <https://doi.org/10.1186/s41239-020-00190-6>

Ozfidan, B., Duman, J. & Aydin, H. (2020). Parents' perceptions in STEM-oriented public schools: Correlations among ethnic, linguistic and socio-cultural factors. *Educational Studies*, DOI 10.1080/03055698.2020.1793299

### Scopus

Almusharraf, N, Khahro, S. (2020) Students' Satisfaction with Online Learning Experiences during the COVID-19 Pandemic. *International Journal of Emerging Technologies in Learning (iJET)*.15 (21), 15.

Almusharraf, N., & Bailey, D. R. (2021). Mapping Language Learning Strategy Choice Through Student Characteristics. *International Journal of Instruction* 20---1

Bailey, D., & Almusharraf, N. (2021, March). Investigating the Effect of Chatbot-to-User Questions and Directives on Student Participation. The First International Conference on Artificial Intelligence & Data Analytics, Riyadh, Saudi Arabia.

Costley, J. (2020). Using Cognitive Strategies Overcomes Cognitive Load in Online Learning Environments. *Interactive Technology and Smart Education*, <https://doi.org/10.1108/ITSE-09-2019-0053>.

El-Dakhs, D.A.S. (2020). How do celebrities respond to criticism in media interviews? The case of an Egyptian TV show. *Cogent Arts and Humanities*, 7(1), 1-17.

El-Dakhs, D.A.S., Al-Khodair, M., Alwazzan, R. & Altarriba, J. (2020). Does the morphological structure of L1 equivalents influence the processing of L2 words? Evidence from Arabic-English bilinguals. *Psycholinguistics*, 27(2). Retrieved from <https://psycholing-journal.com/index.php/journal/article/view/905>

El-Dakhs, D.A.S., Salem, M. & Alhaqbani, J.N. (2020). The influence of L1 congruency, L2 exposure and word class on collocation learning: The case of Arab learners of English. *The Asian EFL Journal*, 27(2.1). 62-88.

El-Dakhs, D.A.S., Salem, M., Emara, H. & Alotaibi, H. (2020). Do translation trainees translate stance markers adequately? The case of Arabic-English undergraduates. *The Asian ESP Journal*, 16(2.1), 130-155.

Ozfidan, B. & Mitchell, C. (2020). Detected difficulties in argumentative writing: The case of culturally and linguistically Saudi backgrounded students. *Journal of Ethnic & Cultural Studies*, 7(2), 15-29.

Rashid, S., Howard, J., Cunningham, U. & Watson, K. (2020). Learner training in MALL: A Pakistani case study. *Innovation in Language Learning and Teaching*. <https://doi.org/10.1080/17501229.2020.1737076>

Nurunnabi, N., Almusharraf, N. & Aldeghaither, D. (2020). Mental health and well-being during the COVID-19 pandemic in higher education: Evidence from G20 countries. *Journal of Public Health Research*, 9(Suppl 1).

Nurunnabi, N., & Almusharraf, N. (2020). Social distancing and reopening universities after the COVID-19 pandemic: policy complexity in G20 countries. *Journal of Public Health Research*, 9(Suppl 1).

Yahya, N., Alotaibi, H. & El-Dakhs, D.A.S. (2020). Parallel corpora in EFL writing classrooms: Are they effective? *International Journal of Computer-Assisted*

*Language Learning and Teaching, 10(2), 23-38.*

The Vision and mission of the College of Humanities and Sciences and all its activities are directly linked to the following Sustainability Development Goals SDGs:

- SDG4 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
- SDG5 Achieve gender equality and empower all women and girls
- SDG8 Promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all.

More examples are provided in the following sections.

## Department of Applied Linguistics

### SDG# 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

1. The Teaching English as a Foreign Language (TEFL) Track is one of the two tracks offered by the Applied Linguistics Program at the Department of Linguistics. The Applied Linguistics Program is an NCAAA accredited program that teaches undergraduate students.

Upon the completion of The TEFL (Teaching English as a Foreign Language) Track, graduates should be able to:

TEFL TRACK Learning Outcomes
<b>Knowledge:</b>
<i>1.1 Demonstrate knowledge of the structure of the English language at a level commensurate with their role as language teachers;</i>
<i>1.2 Outline major theories of first and second language development and acquisition as well as language variation and cross-linguistic differences;</i>
<b>Skills:</b>
<i>2.1 Apply relevant theories to the development of a wide range of instructional materials, and assessment methods for learners at different stages of development and from differing cultural and linguistic backgrounds;</i>
<i>2.2 Develop a critically reflective teacher identity and team-player attitude;</i>
<i>2.3 Conduct research projects in relation to TEFL.</i>

**2. The Track is also offered as a minor** for the College of Humanities and Sciences undergraduate students. A minor in TEFL is offered as an additional concentrated field of study during a college student's undergraduate program. The TEFL minor consists of a set of 5 core courses. Students can choose to minor in an academic field that is not related to their major. For example, students majoring in Translation or ELP (English Language for Professionals) can opt to obtain a minor in TEFL as an area related to a possible career. This gives them the opportunity to continue with their major not only throughout college but also during their pedagogical career.

**Promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all**

1. The English Language for Professionals (ELP) Track which is offered by the Applied Linguistics Program at the Department of Linguistics. The Applied Linguistics Program is an NCAAA accredited program that teaches undergraduate students. The ELP track offers its students the knowledge and principles for understanding the **structure and use of the English language**. It also offers the **training to communicate effectively in English** in a wide range of **social and professional contexts** as well as the knowledge of a **variety of professional registers** in English appropriate for interaction with employers and colleagues in a variety of work-related situations. Additionally, it trains its students on the **skills** needed to enable them to participate meaningfully in a changing international environment.

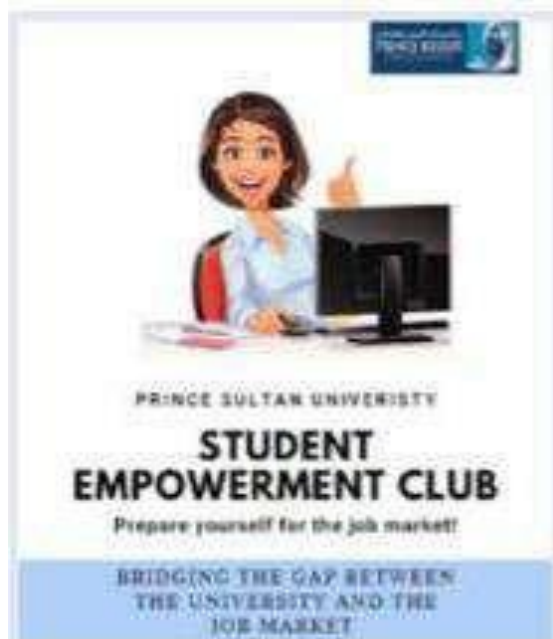
Upon the completion of the English for Professionals (ELP) track, graduates should be able to:

ELP Track Learning Domains and Learning Outcomes
<b>Knowledge:</b>
<i>(1.1) Demonstrate knowledge of the English language with particular emphasis on the genres of language used for professional and occupational purposes;</i>
<b>Skills:</b>
<i>(2.1) Critically apply linguistic theories to practice in professional and occupational contexts;</i>
<i>(2.2) Employ effective oral and written communication skills in various professional and occupational language settings;</i>
<i>(2.3) Work independently as well as in a team displaying good ethics, leadership, professionalism, and problem-solving skills;</i>
<i>(2.4) Conduct research and entrepreneurial language-based projects.</i>

## **2. The Student Empowerment Club**

The Student Empowerment Club is affiliated with the Department of Linguistics and is supervised by faculty members from the department. The club holds regular meetings with its members and hosts extracurricular events, workshops, field trips, and various activities that are open to all PSU students and to the public. The main goal of the club is to help the students bridge the gap between the university and the job market by inviting guest

speakers and alumni.







## HOW DIFFERENT IS THE WORK PLACE FROM YOUR ACADEMIC SETTING?

The Student Empowerment  
Club invites you to find out  
the answer!

Ms. Tarfa AlMubarak, Ghada  
AlMazyad and Sarah  
AlDhalaan COOP students  
speaking about their internship  
experience.  
Wednesday, November 6  
12:00 PM- 1:00 PM  
N211





جامعة الأمير سلطان  
PRINCE SULTAN  
UNIVERSITY



The Student Empowerment Club  
invites you to join a talk about a  
unique Coop experience

Lama Alshnaifi  
will be speaking  
about her Coop  
experience on  
Wednesday  
November 20th  
at 12 pm in  
N211

**CH** | كلية العلوم الإنسانية  
COLLEGE OF HUMANITIES



# Want to know more about the 'Coop Experience & the Workplace?



**Join us!**

**Student Empowerment Club**

With our guest speakers:

**Miss Maram Al-khodair**

PSU lecturer

**Nour Abu Thuraya**

'Coop at JWT marketing agency

**Felwah Alghunaim**

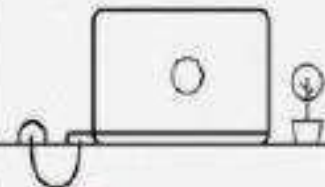
Employee at Floreal Flower



Wednesday, November 13

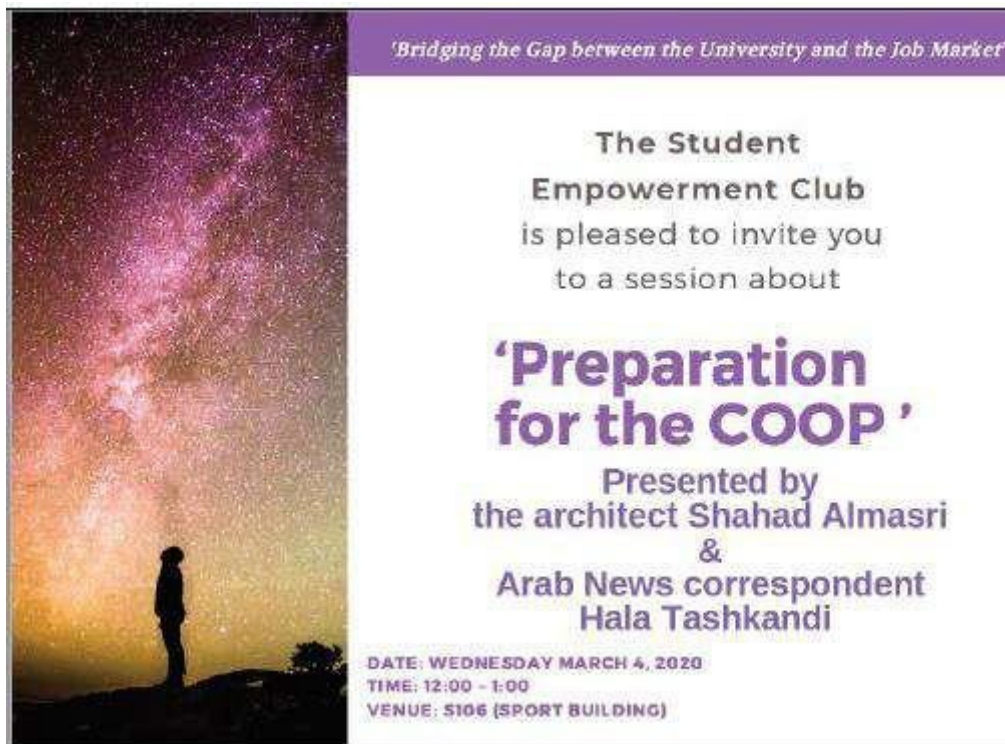
12:00 p.m - 1:00 p.m

Room N211



**CH** كلية العلوم الإنسانية  
COLLEGE OF HUMANITIES





### 3. The Eradah Club:

The Eradah Club is affiliated with the Department of Linguistics and is supervised by its members. The club aims to strengthen and enhance members' willpower and determination by exposing them to various skill-based programs and activities that will ultimately create success-driven members. The club organizes events and activities to utilize the students' willpower and pace their way to the career world.

Picture from club fair:





### SDG # 10: Reduce inequality within and among countries

The Department of Linguistics supported the university's Mishkat program, which is a four-week intensive course providing training in English language and computer skills to disadvantaged members of the community. The Department of Linguistics faculty members have designed the syllabus for the English language component of this course, and trained students' volunteers to assist with course delivery. The Department of Linguistics students volunteered to deliver the courses.



## Department of English and Translation

### Translation Program

This goal- Partnerships for the Goals, Goal 17-looks at the broader ways in which universities support the SDGs through collaboration with other countries, the promotion of best practices and the publication of data. In line with global trends to achieve sustainability development, the Department of English Language and Translation, College of Humanities and Sciences, seeks to link translation courses, the Cooperative Education Program, and extra-curricular activities with the sustainable development goals in the society through collaboration and partnership with local institutions in the public and private sectors. This report will show how the sustainability development goals are connected to the Department of English and Translation through the following:

#### **1- Academia: Translation courses supporting SDG 17:**

Each course works on raising the students 'awareness of the goals of sustainable development by addressing many topics in all fields through written translation, interpreting or editing. (Below are examples of translation course syllabi of *ETRA 355, Business and Media Translation*, *ETRA 352, Consecutive Interpreting*, *ETRA 356, Scientific and Medical Translation*, and *ETRA 453, Simultaneous Interpreting*).

#### **Course Title: Business and Media Translation**

##### **I. Course Description:**

This course aims to familiarize students with the register and discourse characteristics of the language varieties of business and media in both English and Arabic. It also aims to develop and reinforce the skills and techniques required for translating texts bearing such features into the two languages. In the field of Business, the focus will be on text types such as bank statements, financial reports and business correspondence. In the field of media, the focus will be on text types such as news items, press reports, newsletters, and promotional texts.

##### **II. Course Learning Outcomes:** On the successful completion of this course, students will be able to demonstrate the following:

<b>Skills</b>	<b>Course Learning Outcomes</b>
<b>Knowledge</b>	-Demonstrate knowledge in the subject matter.
<b>Skills</b>	-Analyze source texts and acknowledge features of each language.
<b>Competencies</b>	-Demonstrate self confidence in collaborative activities, and ability to work within a team in the investigation of problems. -Research references and utilizing several technical tools available in the field. (-Develop the spirit of teamwork; being able to justify the choice of translation methods and techniques; question and evaluate each other's solutions.)

	(-Efficient use of the web for information on concepts and terms, and for increasing speed of translating while improving the quality of output.)
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## Course Title: Scientific & Medical Translation

### I. Course Description:

This course aims to train students in the translation of scientific and medical texts. As for the scientific field, students will be trained on analyzing texts to understand concepts before looking for equivalents of terms in the other language. Concerning the medical side, the students will be familiarized with the medical terminology most commonly used by doctors and other health practitioners in text types such as medical reports, diagnosis, and medical procedures. Special emphasis will be given to word formation (suffixes roots and prefixes) in medical terms.

### II. Course Learning Outcomes: (A summary of intended learning outcomes of the course in each domain of learning). On the successful completion of this course, students will be able to demonstrate the following:

Skills	Course Learning Outcomes
<b>Knowledge</b>	Demonstrate knowledge of basic word structure and terminology in the scientific and medical fields..
<b>Skills</b>	Differentiate between the basic combining forms, prefixes and suffixes to build scientific and medical terminology.
<b>Competencies</b>	Demonstrate their problem-solutions skills in the field of English-Arabic scientific and medical translation using the appropriate tools.

## Course Title: Simultaneous Interpreting

### I. Course Description:

This course offers students the opportunity to learn and apply simultaneous interpretation techniques to a variety of topics and settings. It aims to develop students' practical skills in simultaneous interpreting between English and Arabic. It will focus on strategies and techniques required in simultaneous interpreting. The course will expose students to different scenarios in which simultaneous interpreting is used such as international conferences. The subject areas for simultaneous interpreting include general domains, motivational topics, society and social media, health, politics, and international relations.



**II. Course Learning Outcomes:** (A summary of intended learning outcomes of the course in each domain of learning). On the successful completion of this course, students will be able to demonstrate the following:

<b>Skills</b>	<b>Course Learning Outcomes</b>
<b>Knowledge</b>	Demonstrate a broad understanding and in-depth knowledge of commonly used simultaneous interpretation practices and strategies.
<b>Skills</b>	Develop a correct understanding of criteria and expectations in simultaneous interpretation using basic interpreting skills.
<b>Competencies</b>	Deliver a reasonably smooth and accurate interpretation on various topics, while giving appropriate consideration to target language using interpretation and communication technologies.

## **2- Experiential Learning: Coop Education Program:**

Coop students from the Department of English and Translation spend a seven-month training period at different public and private institutions. Employers/trainers almost always, either during the academic advisor's visit to the training institution or after the training period, express their total satisfaction with the department's students/trainees. Most of the translation graduates receive job offers from the same companies where they trained. Some of these graduates accept such offers; others reject opportunities given by the training institutions because they find yet better offers from other companies or institutions (private or public). In addition, coop employers mostly give a positive response (if a position is open) when asked whether they would employ our students after graduating. Some often ask each term for more translation students to train at their institutions as they notice their commitment, diligence, and willingness to learn different types of skills that make them fit in various positions other than translation jobs.

The following list shows some of the companies that have trained translation students over the past five years.

1. CMA
2. التعاونية
3. Thiqah
4. Sabic
5. Empower
6. Public Investment Fund
7. Sagia
8. KAPSARC
9. KPMG
10. Oasis Translation office
11. الهيئة العامة للمنشآت الصغيرة والمتوسطة
12. وزارة الخارجية
13. البنك الأول
14. Tamkeen
15. Voice of Down Syndrome Association
16. شبكة فيتام ر نني للدعاية والاعلان
17. مدرسة مياس ر نني المعرفة
18. Smaat Company
19. Marcom Arabia
20. Arab Open University
21. المنظمة العربية للهلال والصليب الأحمر

With that said, it is evident that the Coop Education Program is on the right path of applying sustainability and excellent outreach procedures.

### **3- Extracurricular Activities:**

The Translator Club is one of the clubs affiliated to the department that aims to:

- Increase their community's awareness and social connections regarding the role of translation and the translator,
- Introduce PSU's Translation Program,
- Offer translation students opportunities to develop their career-related skills,
- Benefit from alumni career experience in the field of translation,
- Encourage students' positive attitude towards life-long learning,
- Enrich the students' extra-curricular activities in a dynamic and friendly environment,
- Share and be shared all translation-related issues and broaden their network of connection.

The club has organized and hosted, on the university campus, a series of sessions with academicians, practitioners, and trainers which were open to the public.

# *The Translator Club*

*Invites you*



*To attend the talk by*

*Ms. Khawla Alqurashi*

*الترجمة الصحفية بين الواقع و المأمول*

*Ms. Khawla will share her professional experience as a media translator and copywriter and offer advice regarding the job market needs and challenges*

*Sunday 23<sup>rd</sup> February 2020*

**Venue: Building 102-First Floor- Room 215**

**Time: 12:00-1:00 p.m**

# The Translator Club



*Invites you*

*To attend the talk by*

**Dr. Alaa Olwi**

## **Audio-Visual Translation Skills and Needs**

***Dr. Alaa is an Assistant Professor at  
Princess Nourah Bint Abdulrahman University and  
will share her professional experience in  
audio-visual translation.***

**Thursday 27<sup>th</sup> February 2020**

**Venue: Building 101-First Floor- Room W261**

**Time: 12:00-1:00 p.m**



يسر  
نادي المترجم بجامعة الأمير سلطان بالتعاون مع تراجيم  
دعوتكم إلى جلسة نقاش بعنوان

## "الترجمة بين الثقافة و العلوم"

مبنى 105 - الدور الارضي - قاعة - C01

السبت 14 مارس 2020 - من 7 - 9 مساءً

الحضور (رجال/نساء)



ناهيل المترجمين

أ. د إبراهيم القرني

عميد كلية اللغات والترجمة  
بجامعة الملك سعود



7:10 - 7:20 pm

ترجمة التاريخ  
ورابط الفنون

أ. د فهد الصبيح

أستاذ التاريخ  
ومدير البرنامج الثقافي  
بجمعية الثقافة والفنون



7:20 - 7:30 pm

مستقبل ترجمة العلوم

د. مبارك القحطاني

وكيل عمادة التطوير والجودة  
بجامعة الملك سعود



7:30 - 7:40 pm

الترجمة

و الامن اللغوي

د. محمد البركاتي

أستاذ اللغويات والترجمة المشارك  
بجامعة الملك عبد العزيز



7:40 - 7:50 pm

اتجاهات الترجمة في  
ظل رؤية المملكة ٢٠٣٠

د. نهى المويضي

رئيسة قسم اللغة الإنجليزية والترجمة  
بالجامعة السعودية الإلكترونية



7:50 - 8:00 pm

مدير الجلسة

أ. مبد الرحمن السيد

المدير التنفيذي لتراجيم



السحب ملص ثلاث مصوبات مجانية  
لمحصل إبحاث اللغويات التطبيقية

#### **4- Translation and Authoring Centre (TAC):**

The translation and Authoring Center promotes quality training inside and outside PSU, it creates endless opportunities for students and faculty to cooperate with local and international entities through the following activities:

##### **a- Providing training for students:**



The poster is for the Translation and Authoring Center (TAC) at Prince Sultan University. It features the university's logo in Arabic and English, and the TAC logo. A map of Saudi Arabia is in the background. The text is in English and Arabic. It announces the opening of an online Translation Training Program. It lists requirements for applicants: being a PSU student and completing a minimum of 20 hours. It also includes a note about priority for early registration, high GPAs, and senior level students. A registration end date of Feb, 2021 and a training start date of Feb, 2021 are provided. The poster concludes with a call to action to register via an online form available at @TACPSU.

**Announcement**

The Translation and Authoring Center (TAC) is pleased to announce

### The opening of its online Translation Training Program

**Requirements**

The applicant should:

- Be a PSU student
- Complete a minimum of 20 hours.

**Note:**

- Priority will be given to:
  - Early registration
  - High GPAs.
  - senior level students.

To register, please fill in the online form available @TACPSU

4	Registration end date Feb, 2021
7	Training start date Feb, 2021





High-quality training and assessment in a flexible way

Seats are limited, so the priority will be given to early registration, GPA, the number of years of studying Translation.

Trainees are required to complete a minimum of 20 hours to earn a certificate of completion.

Registration end date

Sep 27, 2020

Training start date

Sep 27, 2020

To register, please fill in the online form available

@TACPSU

#### **b- Agreements with local organizations:**

The Translation and Authoring Centre, an affiliate of the College of Humanities and Sciences, signed a Memorandum Of Understanding last year on behalf of Prince Sultan University with the Education and Training Evaluation Commission under which collaboration is effected in the field of Accreditation and Education Quality Assurance, research and studies, and exchange of expertise, advisory services, and translation services.

# مذكرة تفاهم

## بين

### هيئة تقويم التعليم والتدريب

### وجامعة الأمير سلطان

### بسم الله الرحمن الرحيم

بمعون الله تعالى وتوفيقه، تم في يوم الاربعاء بتاريخ 1440/4/19 هـ الموافق 2018/12/26 م، توقيع هذه المذكرة بمدينة الرياض في مقر جامعة الأمير سلطان، بين كل من:

أولاً: هيئة تقويم التعليم والتدريب، وعنوانها: الرياض، ص.ب. 93655 الرياض الرمز البريدي 11783 هاتف 0114974080 فاكس 0114975665، ويمثلها في توقيع مذكرة التفاهم سعادة الدكتورة خلود بنت عبدالله أشقر بصفتها المدير التنفيذي للإطار الوطني للمؤهلات ويشار إليها فيما بعد بالطرف الأول أو (الهيئة).

ثانياً: جامعة الأمير سلطان، وعنوانها: مدينة الرياض، ص.ب. 53073 المدينة: الرياض الرمز البريدي 11586 هاتف: 0114948000، ويمثلها في توقيع مذكرة التفاهم سعادة الدكتورة ريم بنت صالح اليحيى بصفتها وكيلة جامعة الأمير سلطان لفرع لطالبات والعميدة المكلفة لكلية العلوم الإنسانية ويشار إليه فيما بعد بالطرف الثاني أو (الجامعة). ويشار إلى الطرف الأول والطرف الثاني مجتمعين بـ (الطرفين).

#### تمهيد:

حيث أن هيئة تقويم التعليم والتدريب هي المرجع الوطني في التقويم والقياس والاعتماد في التعليم والتدريب، وهي جهة مستقلة ذات شخصية اعتبارية ترتبط برئيس مجلس الوزراء، وتعنى بتعزيز مخرجات التعليم والتدريب ومساهمتها في الاقتصاد والتنمية الوطنية، من خلال مسؤوليات محددة وفق الترتيبات التنظيمية لها، وترتكز بشكل رئيسي في بناء معايير المناهج وإجراء الاختبارات والتقويم والاعتماد المؤسسي والبرامجي وتسجيل المؤهلات والجهات المانحة في التعليم والتدريب وإصدار الشهادات والرخص المهنية وفق ذلك. كما تعنى بنشر ثقافة الجودة والبناء المعرفي في تلك المجالات وتأسيس شراكات أو مراكز تعزز مسيرة العمل. وباعتبار جامعة الأمير سلطان جهة تعليمية تسعى الى تطبيق معايير الجودة والاعتماد والتسجيل في الإطار الوطني للمؤهلات.

فقد اتفق الطرفان على إبرام هذه المذكرة وفقاً لاختصاصاتهما، لوضع أسس التفاهم بين الطرفين فيما يتعلق بالتعاون على تطوير شراكات، وتفعيل سبل التعاون والتواصل بينهما، إيماناً منهما بأن التعاون الفعال نحو تحقيق رسالتيهما والمنافع المتبادلة تعد مسؤولية وطنية تتضافر فيها جهود الجميع من أجل تطوير، وتنمية الإنسان والمجتمع، وتحقيق رؤية الوطن للوصول إلى مجتمع معرفي وعلمي منتج. وانطلاقاً من التزام كلا الطرفين بهذه القيم والمبادئ، واستشعاراً للدور التكاملي بين الجهتين في تحقيق رؤى وتطلعات القيادة الرشيدة في المملكة العربية السعودية والنمو بالوطن والمواطن فقد تم الاتفاق على المواد التالية:

#### المادة الأولى: التمهيد:

يعتبر تمهيد هذه المذكرة، جزءاً لا يتجزأ من هذه المذكرة، وتقرأ معاً كوحدة واحدة.

#### المادة الثانية: محاور المذكرة:

تهدف المذكرة إلى بحث عدة مجالات ومنها ما يلي:

#### c- Organizing workshops and training that are open to the public:

Highly specialized professionals were invited to give training courses and sessions via TAC to enhance the skills of the attendees and benefit society.

Learning From the **MASTERS** Training Program

## How to Improve Your Consecutive Techniques

**1**



**Mr. Edgar Hidalgo García**

- Certified Trainer & Interpreter.
- Certified American Translators Association California, USA.
- Note-taking.
- Vocabulary.
- Advanced Interpreting.
- Management techniques.

Tuesday, 27th October, 7:10pm.

**Registration information:**

- 350 SR for each session, regular rate.
- 250 SR **discounted** rate for
  - PSU students & alumni.
  - Early registration (till 20 Oct).
- Group registration (groups of 5).
- Registration of all sessions.

Language \ English.

For registration click [here](#)


Designed by @G\_AJuryani

**PRINCE SULTAN**  
جامعة الأمير سلطان  
PRINCE SULTAN  
TAC  
CH | كلية العلوم الإنسانية  
COLLEGE OF HUMANITIES

Learning From the **MASTERS** Training Program

## Oral Dimension of Translation Industry

**3**



**Dr. Wael Dekmak**

- Certified American Translators Association.
- former CNN reporter, Voice professional, Texas, USA.
- "The Voice" the one skill you can't miss in translation, Interpretation & media industry.

Tuesday, 10th November, 7:10pm.

**Registration information:**

- 350 SR for each session, regular rate.
- 250 SR **discounted** rate for
  - PSU students & alumni.
  - Early registration (till 20 Oct).
- Group registration (groups of 5).
- Registration of all sessions.

Language \ Arabic&English.

For registration click [here](#)

Designed by @G\_AJuryani

**PRINCE SULTAN**  
جامعة الأمير سلطان  
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TAC  
CH | كلية العلوم الإنسانية  
COLLEGE OF HUMANITIES

Learning From the **MASTERS** Training Program

## Professional Legal Translation & Interpretation, Legal terminology

**5**



**Ms. Zenab Khouder**

- Certified Trainer & Interpreter.
- American Translators Association, certified court Interpreter, California, USA.
- Knowledge required by legal translators and interpreters.
- Court-Related Terms and Usage.
- Codes of professional conduct and ethics.

Tuesday, 24th November, 7:10pm.

**Registration information:**

- 350 SR for each session, regular rate.
- 250 SR **discounted** rate for
  - PSU students & alumni.
  - Early registration (till 20 Oct).
- Group registration (groups of 5).
- Registration of all sessions.

Language \ Arabic&English.

For registration click [here](#)

Designed by @G\_AJuryani

**PRINCE SULTAN**  
جامعة الأمير سلطان  
PRINCE SULTAN  
TAC  
CH | كلية العلوم الإنسانية  
COLLEGE OF HUMANITIES



Learning From the **MASTERS** Training Program  
**Professional Editing & Bilingual content writing**

**4 HUB71**

**Prof. Hadeer Aboelnagah**

- American Translators Association member.
- Certified trainer.
- Director of TAC.
- Professional editor, PSU.

- Professional editing & proof-reading techniques.
- Production of quality bilingual digital content.

Tuesday, 17th November, 7:10pm.

For more info @TACPSU

**Registration information:**

- 350 SR for each session, regular rate.
- 250 SR **discounted** rate for:
  - PSU students & alumni.
  - Early registration (till 20 Oct).
- Group registration (groups of 5).
- Registration of all sessions.

Language \ Arabic & English.  
 For registration click [here](#)  
 Designed by @G.AJuryani



**The Translation & Authoring Center (TAC)**  
 Invites you to attend

**Website and Technical Translation 101**  
 (2 Sessions)

**Presented by:**

**Dr. Nada Ahmed Almazrooa**

**Dates:**  
 Tuesday, Oct. 27<sup>th</sup>, 2020  
 Tuesday, Nov. 3<sup>rd</sup>, 2020

**Time:**  
 12:00 - 13:00  
 12:00 - 13:00

- For registration please click [here](#)
- Online workshop
- Certificates will be awarded
- @TACPSU



كلية العلوم الإنسانية  
COLLEGE OF HUMANITIES

Translation & Authoring Center  
الترجمة والتأليف

# Writing Professional Emails

*Email like a pro!!*

The Translation and Authoring Center (TAC) is pleased to invite you to attend the workshop presented by *Dr. Hala Dalbani*

- On Tuesday, the 6th of October
- 11 am - 12 pm
- Male/ female admin staff
- Online workshop
- For registration click [here](#)

يوجد شهادات حضور

جامعة الامير سلطان  
PRINCE SULTAN  
UNIVERSITY

## INTERNATIONAL ARBITRATION INTERPRETATION WORKSHOP

ورشة عمل  
الترجمة التفسيرية  
في التحكيم الدولي

**What does this workshop include?**

- ✓ Simultaneous and consecutive interpretation skills.
- ✓ Legal and arbitration terminologies and expressions.
- ✓ Code of Ethics related to International arbitration interpretation.

**Ms. Heba Ez Eddin Hussien**

- International Organizations Interpreter
- International Arbitration Linguistic
- Proof reader & Legal Translator
- MBC TV Interpreter

**Saturday,**  
**13<sup>th</sup> of Feb**  
**6 - 7 PM**

The workshop is **FREE**.  
Registration is **REQUIRED**.  
The seats are very **LIMITED**.

**@TACPSU**

Designed by  
Dennis & Hanna Alkaylani  
@DennisKaysan @HannaAlkaylani



كلية العلوم الإنسانية  
COLLEGE OF HUMANITIES



جامعة الأمير سلطان  
PRINCE SULTAN  
UNIVERSITY

يسر مركز الترجمة والتأليف بالتعاون مع  
نادي لغتي الجميلة من قسم العلوم العامة دعوتكم لحضور ورشة

## مهارات الكتابة الصحيحة

لتبسيط الضوء على أخطائك الشائعة واكتساب  
مهارات الكتابة الصحيحة من خلال الانضمام إلى ورشة عمل

تقدمها أستاذة اللغة العربية  
**أ. جميلة عرنوس**

ابتداء من يوم الأحد 21 فبراير 2021  
على مدار أربعة أسابيع  
الساعة 12:00 - 13:00



للتسجيل انقر هنا  
يوجد شهادة حضور لمن حضر الأربع ورش  
الدعوة مفتوحة لجميع منسوبي جامعة الأمير سلطان

مكان المحاضرة:  
برنامج



Google  
Meet



TAC  
Translation & Authoring Center

www.psu.edu.sa

 PSURUHEDU
  PSU\_RUH
  psu\_ruh
  PSUofficial

#### d- organizing regional and national events:

TAC organizes the Annual Translation Competition among universities, it became regional and universities from the Gulf area were invited to the event that was conducted online on March 2021. The competition was sponsored for the fifth time in a row by Al Riyadh Bank.





**e- In collaboration with The Environment club,** TAC led the Go Green II campaign which resulted in collecting 1.7 tons of recycled papers and in collaboration with local company the collected amount was recycled, PSU received a monetary reward for the collected papers.



#### **f. Authoring and Translation Grants:**

TAC organizes the PSU Book Authoring and Translation annual grants to encourage faculty members to author and translate books.



**CH** | كلية العلوم الإنسانية  
COLLEGE OF HUMANITIES

جامعة الأمير سلطان  
PRINCE SULTAN  
UNIVERSITY

**يسر مركز الترجمة والتأليف بجامعة الأمير سلطان فتح باب التقدم لمنح الترجمة والتأليف للعام الأكاديمي 2020-2021 كما يلي:**

The Translation and Authoring Center (TAC) is pleased to announce the Book Authoring and Translation Grants Call for the academic year 2020- 2021 as follows:

- The applicant must be PSU faculty member
- Application starts from 9 December 2020 until 16 February 2021
- For more information about the grants, please visit the link below:  
<https://www.psu.edu.sa/en/Book-Authoring-and-Translation-Grants>
- Fill out the attached application form and send to: habouelnagah@psu.edu.sa
- Submit a sample of 10- 15 pages of the work, whether authorship or translation.

• أن يكون المتقدم عضو هيئة تدريس بالجامعة  
• يبدأ التقديم للمنح من ٩ ديسمبر ٢٠٢٠م وحتى ١٦ فبراير ٢٠٢١م  
• يمكن الاطلاع على لائحة منح التأليف والترجمة الموجودة على موقع الجامعة الإلكتروني  
<https://www.psu.edu.sa/ar/Book-Authoring-and-Translation-Grants>  
• تعبئة استمارة طلب التقديم المرفقة وإرسال الطلبات إلى البريد الإلكتروني: habouelnagah@psu.edu.sa  
• تقديم عينة من ١٠-١٥ صفحة من العمل المقدم سواء تأليف أو ترجمة

**TAC**  
Translation and Authoring Center  
مركز الترجمة والتأليف

آخر موعد للتقديم ١٦ فبراير ٢٠٢١  
Deadline for submissions 16 February 2021

**For more information, please contact:**  
**Prof. Hadeer R. Abouelnagah** TAC DIRECTOR  
Phone: +966 11 4948247 Email: habouelnagah@psu.edu.sa

**Ms. Mona M. Al-Yemni**  
Phone: +966 11 4948315 Email: myemni@psu.edu.sa

#### g. PSU Translation Award for Faculty and Students:

TAC organizes the annual PSU Award for faculty and students, it aims at encouraging faculty and students to produce high quality translations that enhance their competitiveness in the local and regional markets.



**THE TRANSLATION AND AUTHORIZING CENTER (TAC) IS PLEASED TO  
ANNOUNCE THE PRINCE SULTAN UNIVERSITY TRANSITION AWARD  
CALL FOR THE ACADEMIC YEAR 2020-2021 AS FOLLOWS:**

- The applicant must be PSU faculty member/student
- Application starts from 17 February until 1 April 2021.
- For more information about the award, please visit the link below:  
<https://www.psu.edu.sa/ar/TAC-award>
- Fill out the attached application form and send to:  
[habouelnagah@psu.edu.sa](mailto:habouelnagah@psu.edu.sa)      [myemni@psu.edu.sa](mailto:myemni@psu.edu.sa)

**Faculty Members:**

(One award at the University level)

**25,000 SR**

**Undergraduate students:**

(One award at the university level)

**10,000 SR**  
per student/ students

**2,000 SR**

for the supervisor (a faculty member)

**For more information, please contact**



**Prof. Hadeer R. Abouelnagah, TAC Director**

Phone: +966-11-494-8247

Email: [habouelnagah@psu.edu.sa](mailto:habouelnagah@psu.edu.sa)

**Ms. Mona M. Al-Yemni, TAC Director**

Phone: +966-11-494-8315

Email: [myemni@psu.edu.sa](mailto:myemni@psu.edu.sa)

**Deadline for submissions 1 April 2021**



PSU expresses its sincere  
congratulations to **Ms. Rofaida Hamza**  
on winning Prince Sultan University Translation  
Award for the academic year 2019/2020 under the  
supervision of  
**Prof. Hadeer Aboelnagah**

تتقدم جامعة الأمير سلطان بأصدق التهاني والتبريكات  
للطالبة **رُفيدة حمزة** على فوزها بجائزة جامعة الأمير سلطان للترجمة  
للعام الجامعي 2020/2019  
وذلك تحت إشراف أ.د. هدير أبو النجاة.

## Department of Mathematics and Science

### 1. Introduction:

The Department of Mathematics and Science offers service courses covering the basic concepts of mathematics and natural sciences, which are prerequisites for degree programs at Prince Sultan University. The aim of the department is to transform our students into competent and motivated professionals with theoretical and practical knowledge, creating an atmosphere that encourages research, clear thinking and determination to succeed in their chosen profession.

Moreover, the department provides extra classes for some courses in Mathematics in the evening for those students who are weak in Mathematics and need more support.

### 2. Vision:




To become a leading department by providing high-quality education and Research.

### 3. Mission:

The Department of Mathematics and Science is committed to offering high-quality education that will lay a durable foundation for specialized degree programs at PSU.

The department supports the university mission by empowering students to develop and enhance academic skills whether quantitative and analytical, which will enable them to seek the highest level of intellectual achievement and the ability to communicate ideas effectively. The department engages students in a meaningful and positive experience by creating a supportive and intellectually stimulating environment. In this regard, the department strives for excellence in teaching by providing highly qualified, skillful, and energetic faculty members.

4. The Department offers to all PSU programs the following courses:  
Math 101, Math 103, Math 111, Math 113, Math 211, Math 221, Math 223, Math 215, Math 225, PHY 105, PHY 205, SCI 101, Stat 100, Stat 101, Stat 271, Stat 272, and CHM 101.
5. Clubs that are related to SDG 17:  
The department has two clubs (Math club, and Science club) that are run by students to motivate their potential and to increase their self esteem and confidence. In the last year the department provided a training course under the title "Positivity and Excellence in the University Education ". Also, in each year the Science Club presents a science fair. The Science club published many articles in University Spectrum Magazine.



**Overview and Objective:**

The science club at PSU aims at promoting inquisitiveness among the university students and entire society as well by conducting several activities and workshops that include chemical and physical experiments and demonstrations. These activities will be designed to inculcate the scientific temper among the participants and to break the barriers with the rigid theoretical content of chemistry and physics. The objectives of the club are supposed to be achieved by introducing the theoretical principles of different sciences via simple and interesting experiments such as "Magic of chemistry" and "The power of Physics" which offer the attractive show combined with deep scientific content.

**Scheduled Activities:**

- ✓ Science Fair
- ✓ Scientific Competitions
- ✓ Scientific Articles in Tajf (PSU Newsletter)

**Registration:**

- ✓ Contact: [ishawish@psu.edu.sa](mailto:ishawish@psu.edu.sa)

OR

- ✓ Fill your name and contact details in the attached documents.



PRINCE SULTAN UNIVERSITY'S SCIENCE CLUB PRESENTS

# SCIENCE CLUB COMPETITION

Examine your knowledge in physics, chemistry,  
and math to win a prize!

3 WINNERS WILL BE  
CHOSEN

14/2/2021  
12 P.M - 1 P.M ON:



REGISTER NOW:



## The Math Club @ PSU

INVITES YOU TO JOIN & PARTICIPATE

### Math Competition & Puzzle Activity

February 22, 2021 from 5-6 pm

Supervised by: Dr. Fatima Azmi,

Dr. Afifa Al-Eid,

Ms. Salma Haque

Presented by Math Club members







يدعوكم قسم العلوم العامة  
بعقد دروس تقوية في

مواد تفاضل وتكامل 1 وتفاضل وتكامل 2  
"MATH111 - MATH113"

على الطلبة الراغبين بالتسجيل بالتقوية تسجيل  
اسمائهم لدى سكرتير قسم العلوم العامة

أ. فيصل العتيبي

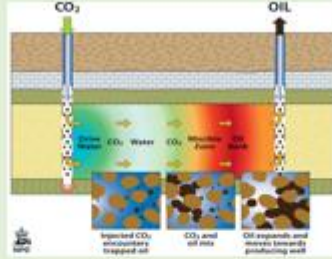
آخر موعد للتسجيل  
الخميس 14 أكتوبر 2021



## ارشادات السلامة العامة داخل معمل الكيمياء General Safety Tips in Chemistry Laboratory

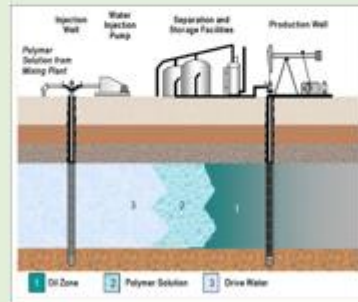
<b>Use</b> The fume hood while dealing with volatile or toxic materials	<b>استخدم</b> دولاب شفط الريخرة عند التعامل مع المواد المتطايرة او السامة	<b>PLAN</b> The experiment and identify the hazard signs of chemicals	<b>خطط</b> للتجربة بشكل جيد وتعرف على علامات خطورة المواد
<b>Keep away</b> From the fume or hotplate all chemicals that are not involved in the heating step	<b>ابتعد</b> مصدر اللهب عن اي مواد كيميائية ليست معنية بخطوة التسخين	<b>WEAR</b> The Lab coat, gloves, goggles and mask	<b>ارتدي</b> الباطو و القفازات و نظارات المعمل و الكمام
<b>Know</b> The locations of fire extinguisher, eyewash station, lab. Shower, and first aids kit and how to use them	<b>اعرف</b> مكان طفاية الحريق محطة غسيل العيون و دوش المعمل وصندوق الاسعافات الأولية و كيفية استخدامهم	<b>Abstain</b> Eating, drinking, and smoking in the lab.	<b>امتنع</b> عن الاكل والشرب والتدخين داخل المعمل
<b>Avoid</b> Working alone or in the absence of the lab. Instructor during the experiments.	<b>تجنب</b> العمل منفردا او دون وجود مشرف المعمل اثناء القيام بالتجارب	<b>Pay Attention</b> Of touching, inhalation, or tasting the chemicals	<b>انتبه</b> من ملامسة المواد الكيميائية او استنشاقها او تذوقها





تلك: الوسائل الكيميائية المعززة لاستخلاص البترول (CHEMICAL EOR): تعتبر هذه الوسائل أكثر حداثة و هي بناء حصة تبحث البعض في الوقت الراهن وذلك لتفادي القيود التي هيأت بها بعض الدراسات من حيث النسبة الممتص استخرجها من الزيت العالي بالكثافة و التغيرات المسببة داخل بئر البترول. ويمكن البدء بالدراسة الطرق المستخدمة يصبح نتيجة ملئة من مواد كيميائية معينة تعمل على تقليل التوتر السطحي للزوجة مع الماء وبالتالي تقليل لزوجةها و تسهيل هجتها نحو بئر الإنتاج.

يعبر صبح المواد الكيميائية (Polymer flooding) مثل مادة بوليمر تيريل ايم (PAM) عن نوع المواد الكيميائية المستخدمة في هذا المجال حيث يحد قابلية هذه المادة بالتغطية المائية قبل صحتها في البئر مما يؤدي إلى زيادة لزوجة الماء وتشتيت قوة. يشبه النج يحد حتى تظل فيه الماء داخل الطبقة الزيتية و داخل التكوين الصخري كغير مما يؤدي إلى توليد قوة دفع كبيرة تعمل على جر الطبقة الزيتية المتلفة نحو مصفاة الإنتاج كما يتضح بالرسم التالي:



ومن المواد الكيميائية الأخرى والتي تعتبر جديراً بالاهتمام ضمن وسائل الاستخلاص الكيميائي للبترول هي العوامل المشطية لتسليج (Surfactants) وهي ذات المواد المستخدمة بصنع المنظفات و المنظفات مشتركة جميع المواد المشطية لتسليج بالخواص مما يجعلها الجفلية الكيميائية إلى سائلين جزيئية قوية لا تملكية مما يسهل استخراج هذا الجزء في هذه المركبات مع طبقة الزيتية والتي

تشارك معها بعض الخصائص كونها أيضاً لا تملكية. بينما يمثل الجزء الآخر من تكوينها البدائي بوجود شاردة حاملة لقطبية مثل المنظفات أو السابونيات أو أملاح الأمونيوم. والتي تتوزع بالطبقة المائية حاملة للقطبية وبالتالي جمع صبح الماء المصنوع في المواد المشطية لتسليج داخل البئر العكسي كان هذه المواد تعمل على ربط الطبقة الزيتية مع الطبقة المائية بحيث تكون الأجزاء الكهربية في هذه المواد معادلة للطبقة الزيتية المتلفة بينما طرفها الكهربي موزعة مع الطبقة المائية لتشكل ما يسمى بالمستحلب (Emulsion) ويكون ذلك نتيجة لتأثير التوتر السطحي الذي تقوم به المواد المشطية لتسليج بتقليل التوتر السطحي العائلي بين الماء و الزيت العائلي مما يؤدي إلى تسهيل هجتها نحو بئر الإنتاج. كما يصبح من الشرح الموجز السابق عن المواد المشطية لتسليج كنها تذب بوزر مشابها لتأثير المنظفات بإزالة الزيوت المتلفة من الأجسام الحاملة لها ولكن على نطاق أكثر شمولية و تعقيداً.

وهذه مواد كيميائية أخرى يمكن ارجاعها ضمن كلفة المواد الواحدة في مجال الاستخلاص الكيميائي المعززة للبترول ه لا يصح المجال في هذا العرض الموجز حتى شرح مبدأ عملها ولكن تكفي بذكرها مع بعض المواد القوية وبعض المواد الكيميائية المعززة للبترول.

في هذا العرض الموجز كما تعرض أكثر الوسائل شيوعاً في مجال تعزيز استخراج البترول مع شرح بسيط كيميائياً عن كل منها، ونذكر الأثر الذي إن اختيار المناسب من ضمن هذه الكلفة الواسعة من الحيارات المتعددة يعتمد على نوعية التكوين الصخري والجيولوجي كغير بالاهتمام إلى لزوجة النفط المخزن و طبيعة ودرجة تخفيف الجوى الانصافية المتشوبة. وما زالت هذه التوراة تكتسب بمرادها الأثرى و ربما مشابه بالمنسحقين القريب مجازاً لثورة في هذا المجال يؤدي إلى استخراج كميات مصاحبة من البترول مقارنة بالخاص.

أعداد: أيمن شلوش

مادة: الخور

تأية: الاصناف والخور



General Sciences  
Department.  
قسم العلوم العامة



**Date:** 04/10/2021

**To:** Dr. Alia Mitchel

*Vice Dean of CHS*

**From:** Dr. Elham Dannoun,

*Associate Director/General Sciences Department*

**Subject:** Community Service Contribution Request.

Kindly find attached the request from Ms.Suhad Subhi to conduct a community service activity "Mini Souq Event" on the woman's campus and with compliance of precautionary measures noting that there is no required budget.

This is for your kind review and approval,

**Dr. Elham Dannoun**

Director of the General Sciences Department





بسم الله الرحمن الرحيم

الرقم: 142/211/21/ك أ  
الموافق: 29/09/2021

سعادة نائب رئيس الجامعة للشؤون الأكاديمية

حفظه الله

د. عبدالحفيظ بن محمد فدا

السلام عليكم ورحمة الله وبعد،

أرفق لسعادتك خطاب مدير قسم العلوم العامة بشأن طلب فتح شعب تقوية مسائية لمادتين التفاضل والتكامل (MATH 113-MATH 111)، وذلك لوجود ضعف ملحوظ لدى العديد من الطلبة. أمل تكرم سعادتك بالاطلاع واتخاذ اللازم، وتقبلوا فائق الود والتقدير.

مع أطرافه  
٤٣١٢١٢٢  
٣ ٢١ ١٩ ١٢٩

• صورة مع التحية لسعادة عميد شؤون الطلاب. ✓

عميد كلية الإنسانية والعلوم

أ.د. محمود آل محمود

Digitally signed by Dr. Mahmoud Al Mahmoud  
DN: cn=Dr. Mahmoud Al Mahmoud, c=SA, o=PSU,  
ou=CHS  
Date: 2021.09.29 10:23:09 +03'00'



بسم الله الرحمن الرحيم

الرقم: 207/211/21 لدأع

الموافق: 31/10/2021 م

سعادة نائب رئيس الجامعة للشؤون الأكاديمية

حفظه الله

د. عبدالحفيظ بن محمد فدا

السلام عليكم ورحمة الله وبعد،

أرفق لسعادتك خطاب نائب رئيس قسم العلوم العامة، بشأن طلب فتح شعبة تقوية مسائية لمادة MATH 111، وذلك لوجود ضعف ملحوظ لدى العديد من الطالبات. أمل تكرم سعادتك بالاطلاع واتخاذ اللازم، وتقبلوا فائق الود والتقدير.

• صورة مع التحية لسعادة وكالة جامعة الأمير سلطان لفرع الطالبات.

عبد المحمود  
١٤٤٣ / ٣ / ١٤  
٤٠٤١ / ١١ / ١

عميد كلية الآداب والعلوم

أ.د. محمود آل محمود

Digitally signed by Dr. Mahmoud Al Mahmoud  
DN: cn=Dr. Mahmoud Al Mahmoud, o=PSU, ou=CHS  
Date: 2021.10.31 11:16:03 +02'00'



## 5. Example of some papers published in reputable journals that are related to SDG17:

1. The Covid-19 Pandemic And The Challenges Of E-assessment Of Calculus Courses In Higher Education: A Case Study In Saudi Arabia  
Fatima M. Azmi, Heba Bakr Khoshaim  
International Journal Of Learning, Teaching And Educational Research
2. Essential features preserving dynamics of stochastic dengue model  
Shatanawi, W., Raza, A., Arif, M.S., ...Bibi, M., Mohsin, M.  
CMES - Computer Modeling in Engineering and Sciences, 2021, 126(1), pp. 201–215



3. [A fractional-order model of COVID-19 considering the fear effect of the media and social networks on the community.](#)  
Bozkurt, Fatma; Yousef, Ali; Abdeljawad, Thabet; Kalinli, Adem; Mdallal, Qasem Al.  
*Chaos Solitons Fractals ; 152: 111403, 2021 Nov.*  
Article in English | MEDLINE | ID: covidwho-1401301
4. [Effect of Weather on the Spread of COVID-19 Using Eigenspace Decomposition](#)  
Alqudah, M. A.; Abdeljawad, T.; Zeb, A.; Khan, I. U.; Bozkurt, F.  
*Cmc-Computers Materials & Continua ; 69(3):3047-3063, 2021.*  
Article in English | Web of Science | ID: covidwho-1389994
5. [Numerical computations and theoretical investigations of a dynamical system with fractional order derivative](#)  
Arfan, Muhammad, Mahariq, Ibrahim, Shah, Kamal, Abdeljawad, Thabet, Laouini, Ghaylen, Mohammed, Pshtiwan Othman.  
*Alexandria Engineering Journal ; 2021.*  
Article in English | ScienceDirect | ID: covidwho-1336182
6. [A numerical and analytical study of SE\(Is\)\(Ih\)AR epidemic fractional order COVID-19 model.](#)  
Khan, Hasib; Begum, Razia; Abdeljawad, Thabet; Khashan, M Motawi.  
*Adv Differ Equ ; 2021(1): 293, 2021.*  
Article in English | MEDLINE | ID: covidwho-1270931
7. [Selection of an Effective Hand Sanitizer to Reduce COVID-19 Effects and Extension of TOPSIS Technique Based on Correlation Coefficient under Neutrosophic Hypersoft Set](#)  
Samad, Abdul, Rana Muhammad, Zulqarnain, Sermetlu, Emre, Rifaqat, Ali, Siddique, Imran, Jarad, Fahd, Thabet, Abdeljawad.  
*Complexity ; 2021, 2021.*  
Article in English | ProQuest Central | ID: covidwho-1268145
8. [Stability analysis and simulation of the novel Coronavirus mathematical model via the Caputo fractional-order derivative: A case study of Algeria.](#)

Moussa, Yacine El Hadj; Boudaoui, Ahmed; Ullah, Saif; Bozkurt, Fatma; Abdeljawad, Thabet; Alqudah, Manar A.

*Results Phys ; 26: 104324, 2021 Jul.*

Article in English | MEDLINE | ID: covidwho-1240602

9. [APPLICATION OF SIMILARITY MEASURE IN PATTERN RECOGNITION OF COVID-19 SPREAD AND ITS EFFECTS IN PAKISTAN](#)

Saeed, M.; Mehmood, A.; Abdeljawad, T.; Saeed, M. H.; Asim, M.

*Applied and Computational Mathematics ; 20(1):108-123, 2021.*

Article in English | Web of Science | ID: covidwho-1220300

10. [Development of TOPSIS Technique under Pythagorean Fuzzy Hypersoft Environment Based on Correlation Coefficient and Its Application towards the Selection of Antivirus Mask in COVID-19 Pandemic](#)

Rana Muhammad, Zulqarnain, Siddique, Imran, Jarad, Fahd, Rifagat, Ali, Thabet, Abdeljawad.

*Complexity ; 2021, 2021.*

Article in English | ProQuest Central | ID: covidwho-1201400

11. [On the necessity of proper quarantine without lock down for 2019-nCoV in the absence of vaccine.](#)

Sahoo, Prasanta; Mondal, Himadri S; Hammouch, Zakia; Abdeljawad, Thabet; Mishra, Dwaipayan; Reza, Motahar.

*Results Phys ; 25: 104063, 2021 Jun.*

Article in English | MEDLINE | ID: covidwho-1180012

12. [Modeling the transmission dynamics of middle eastern respiratory syndrome coronavirus with the impact of media coverage.](#)

Fatima, BiBi; Alqudah, Manar A; Zaman, Gul; Jarad, Fahd; Abdeljawad, Thabet.

*Results Phys ; 24: 104053, 2021 May.*

Article in English | MEDLINE | ID: covidwho-1155157

13. [Stability analysis of fractional nabla difference COVID-19 model.](#)

Khan, Aziz; Alshehri, Hashim M; Abdeljawad, Thabet; Al-Mdallal, Qasem M; Khan, Hasib.

*Results Phys ; 22: 103888, 2021 Mar.*

Article in English | MEDLINE | ID: covidwho-1062585

14. [Analysis of the outbreak of the novel coronavirus COVID-19 dynamic model](#)

with control mechanisms.

Bozkurt, Fatma; Yousef, Ali; Abdeljawad, Thabet.

*Results Phys ; 19: 103586, 2020 Dec.*

Article in English | MEDLINE | ID: covidwho-1060438

15. [An optimal control analysis of a COVID-19 model](#)

Zamir, Muhammad, Abdeljawad, Thabet, Nadeem, Fawad, Wahid, Abdul, Yousef, Ali.

*Alexandria Engineering Journal ; 2021.*

Article in English | ScienceDirect | ID: covidwho-1046645

16. [Mathematical modeling for the outbreak of the coronavirus \(COVID-19\) under fractional nonlocal operator.](#)

Redhwan, Saleh S; Abdo, Mohammed S; Shah, Kamal; Abdeljawad, Thabet; Dawood, S; Abdo, Hakim A; Shaikh, Sadikali L.

*Results Phys ; 19: 103610, 2020 Dec.*

Article in English | MEDLINE | ID: covidwho-989162

17. [Modeling the pandemic trend of 2019 Coronavirus with optimal control analysis.](#)

Fatima, BiBi; Zaman, Gul; Alqudah, Manar A; Abdeljawad, Thabet.

*Results Phys ; 20: 103660, 2021 Jan.*

Article in English | MEDLINE | ID: covidwho-983724

18. [Threshold Condition and Non Pharmaceutical Interventions's Control strategies for Elimination of COVID-19](#)

Zamir, M.; Nadeem, F.; Abdeljawad, T.; Hammouch, Z..

*Results in Physics ; : 103698, 2020.*

Article in English | Web of Science | ID: covidwho-970794

19. [Study of transmission dynamics of COVID-19 mathematical model under ABC fractional order derivative.](#)

Thabet, Sabri T M; Abdo, Mohammed S; Shah, Kamal; Abdeljawad, Thabet.

*Results Phys ; 19: 103507, 2020 Dec.*

Article in English | MEDLINE | ID: covidwho-846364

20. [A Caputo power law model predicting the spread of the COVID-19 outbreak in Pakistan](#)

Arfan, Muhammad; Shah, Kamal; Abdeljawad, Thabet; Mlaiki, Nabil; Ullah,

Aman.

*Alexandria Engineering Journal ; 2020.*

Article in English | ELSEVIER | ID: covidwho-754037

21. [Analysis of Twitter Data Using Evolutionary Clustering during the COVID-19 Pandemic](#)

Arpaci, Ibrahim, Alshehabi, Shadi, Al-Emran, Mostafa, Khasawneh, Mahmoud, Mahariq, Ibrahim, Abdeljawad, Thabet, Hassanien, Aboul Ella.

*Cmc-Computers Materials & Continua ; 65(1):193-203, 2020.*

Article | WHO COVID | ID: covidwho-704389

22. [Study of transmission dynamics of novel COVID-19 by using mathematical model.](#)

Ud Din, Rahim; Shah, Kamal; Ahmad, Imtiaz; Abdeljawad, Thabet.

*Adv Differ Equ ; 2020(1): 323, 2020.*

Article in English | MEDLINE | ID: covidwho-621103

23. [Qualitative Analysis of a Mathematical Model in the Time of COVID-19.](#)

Shah, Kamal; Abdeljawad, Thabet; Mahariq, Ibrahim; Jarad, Fahd.

*Biomed Res Int ; 2020: 5098598, 2020.*

Article in English | MEDLINE | ID: covidwho-620805

24. [A mathematical model for the dynamics of SARS-CoV-2 virus using the Caputo-Fabrizio operator.](#)

Khan, Tahir; Ullah, Roman; Zaman, Gul; Alzabut, Jehad.

*Math Biosci Eng ; 18(5): 6095-6116, 2021 07 12.*

Article in English | MEDLINE | ID: covidwho-1406825

25. [Study of dynamic behaviour of psychological stress during COVID-19 in India: A mathematical approach.](#)

Jain, Subit K; Tyagi, Swati; Dhiman, Neeraj; Alzabut, Jehad.

*Results Phys ; 29: 104661, 2021 Oct.*

Article in English | MEDLINE | ID: covidwho-1364448

26. [Modeling and stability analysis of the spread of novel coronavirus disease COVID-19](#)

Selvam, A. George Maria, Alzabut, Jehad, Vianny, D. Abraham, Jacintha, Mary, Yousef, Fatma Bozkurt.

*International Journal of Biomathematics ; 14(5):1-34, 2021.*

27. [A mathematical model of the evolution and spread of pathogenic coronaviruses from natural host to human host.](#)

Bozkurt, Fatma; Yousef, Ali; Baleanu, Dumitru; Alzabut, Jihad.

*Chaos Solitons Fractals ; 138: 109931, 2020 Sep.*

Article in English | MEDLINE | ID: covidwho-591588

28. [An explicit unconditionally stable scheme: application to diffusive Covid-19 epidemic model.](#)

Nawaz, Yasir; Arif, Muhammad Shoaib; Abodayeh, Kamaleldin; Shatanawi, Wasfi.

*Adv Differ Equ ; 2021(1): 363, 2021.*

Article in English | MEDLINE | ID: covidwho-1339149

29. [Analytical study of transmission dynamics of 2019-nCoV pandemic via fractal fractional operator](#)

Almalahi, Mohammed A.; Panchal, Satish K.; Shatanawi, Wasfi, Abdo, Mohammed S.; Shah, Kamal, Abodayeh, Kamaleldin.

*Results in Physics ; : 104045, 2021.*

Article in English | ScienceDirect | ID: covidwho-1144913

30. [An Effective Numerical Method for the Solution of a Stochastic Coronavirus \(2019-nCovid\) Pandemic Model](#)

Shatanawi, Wasfi, Raza, Ali, Muhammad Shoaib, Arif, Abodayeh, Kamaledin, Rafiq, Muhammad, Bibi, Mairaj.

*Computers, Materials, & Continua ; 66(2):1121-1137, 2021.*

Article in English | ProQuest Central | ID: covidwho-953308

31. [Design of nonstandard computational method for stochastic susceptible-infected-treated-recovered dynamics of coronavirus model.](#)

Shatanawi, Wasfi; Raza, Ali; Arif, Muhammad Shoaib; Abodayeh, Kamaledin; Rafiq, Muhammad; Bibi, Mairaj.

*Adv Differ Equ ; 2020(1): 505, 2020.*

Article in English | MEDLINE | ID: covidwho-783696



## SDG 17 - Prep. Year Program

### I. Metric 17.1 - Proportion of all research with (international) co-authorship

- **Published Work**

PYP Faculty Member	Research Title(s)
Dr. Peter Sagat	<ol style="list-style-type: none"> <li>1. Relationship between BMI and physical fitness in college-age males: a cross-sectional study <a href="https://www.ajol.info/index.php/sajrs/article/view/205786">https://www.ajol.info/index.php/sajrs/article/view/205786</a></li> <li>2. Impact of COVID-19 Quarantine on Low Back Pain Intensity, Prevalence, and Associated Risk Factors among Adult Citizens Residing in Riyadh (Saudi Arabia): A Cross-Sectional Study <a href="https://www.mdpi.com/1660-4601/17/19/7302">https://www.mdpi.com/1660-4601/17/19/7302</a></li> <li>3. The use of Water and Other Liquids of Different Chemical Composition for Hydration in Movement Activities <a href="https://revistadechimie.ro/Articles.asp?ID=8297">https://revistadechimie.ro/Articles.asp?ID=8297</a></li> <li>4. Análisis de la veracidad de determinadas creencias asociadas habitualmente al entrenamiento de fuerza. Una revisión narrativa (Analysis of the veracity of certain beliefs frequently associated to resistance training. A narrative review) <a href="https://recyt.fecyt.es/index.php/retos/article/view/69739">https://recyt.fecyt.es/index.php/retos/article/view/69739</a></li> <li>5. EFFECT OF KINESIOTAPE ON STANDING LONG JUMP IN UNIVERSITY STUDENTS <a href="http://webbut.unitbv.ro/Bulletin/Series%20IX/2020/BULETIN%20I/17_Bark.pdf">http://webbut.unitbv.ro/Bulletin/Series%20IX/2020/BULETIN%20I/17_Bark.pdf</a></li> <li>6. SOMATOTYPE PROFILES OF SLOVAK AND SAUDI ARABIAN MALE SOCCER PLAYERS ACCORDING TO PLAYING POSITIONS <a href="https://hrcak.srce.hr/index.php?show=clanak&amp;id_clanak_jezik=346364">https://hrcak.srce.hr/index.php?show=clanak&amp;id_clanak_jezik=346364</a></li> <li>7. Establishing sex- and age-specific percentile curves for some aspects of physical fitness in adolescents from the City of Zagreb <a href="https://www.paedcro.com/en/1971-establishing-sex-and-age-specific-percentile-curves-for-some-aspects-of-physical-fitness-in-adolescents-from-the-city-of-zagreb">https://www.paedcro.com/en/1971-establishing-sex-and-age-specific-percentile-curves-for-some-aspects-of-physical-fitness-in-adolescents-from-the-city-of-zagreb</a></li> <li>8. Axiological aspect in the context of teaching philosophy <a href="http://www.xlinguae.eu/2019_12_03_16.html">http://www.xlinguae.eu/2019_12_03_16.html</a></li> </ol>
Ms. Fouzia Amroun	<ol style="list-style-type: none"> <li>9. The Relative Contributions of Explicit and Implicit Instruction in the Learning of EFL Apologies</li> </ol>



	<p><a href="http://www.conscientiabeam.com/journal/73/abstract/6368">http://www.conscientiabeam.com/journal/73/abstract/6368</a></p> <p>10. The Saudi EFL Learners' Complaint Behavior: A Study on Interlanguage Pragmatics  <a href="https://www.researchgate.net/publication/334479701_The_Saudi_EFL_Learners'_Complaint_Behavior_A_Study_on_Interlanguage_Pragmatics">https://www.researchgate.net/publication/334479701_The_Saudi_EFL_Learners'_Complaint_Behavior_A_Study_on_Interlanguage_Pragmatics</a></p>
Ms. Musinah Charlot	<p>11. The Saudi EFL Learners' Complaint Behavior: A Study on Interlanguage Pragmatics  <a href="https://www.researchgate.net/publication/334479701_The_Saudi_EFL_Learners'_Complaint_Behavior_A_Study_on_Interlanguage_Pragmatics">https://www.researchgate.net/publication/334479701_The_Saudi_EFL_Learners'_Complaint_Behavior_A_Study_on_Interlanguage_Pragmatics</a></p>
Ms. Rawan A. Alwazzan	<p>12. Does the morphological structure of L1 equivalents influence the processing of L2 words? <a href="https://psycholing-journal.com/index.php/journal/article/view/905">https://psycholing-journal.com/index.php/journal/article/view/905</a></p> <p>13. Learning phrasal verbs in the EFL classroom: the effect of prior vocabulary knowledge and opacity  <a href="https://www.degruyter.com/document/doi/10.1515/iral-2020.0116/html">https://www.degruyter.com/document/doi/10.1515/iral-2020.0116/html</a></p>
Ms. Saima Rashid	<p>14. New generalized reverse Minkowski and related integral inequalities involving generalized fractional conformable integrals  <a href="https://journalofinequalitiesandapplications.springeropen.com/articles/10.1186/s13660-020-02445-2">https://journalofinequalitiesandapplications.springeropen.com/articles/10.1186/s13660-020-02445-2</a></p> <p>15. On new generalized unified bounds via generalized exponentially harmonically <math>s</math>-convex functions on fractal sets  <a href="https://advancesindifferenceequations.springeropen.com/articles/10.1186/s13662-021-03380-2">https://advancesindifferenceequations.springeropen.com/articles/10.1186/s13662-021-03380-2</a></p> <p>16. Estimation of Integral Inequalities Using the Generalized Fractional Derivative Operator in the Hilfer Sense  <a href="https://www.hindawi.com/journals/jmath/2020/1626091/">https://www.hindawi.com/journals/jmath/2020/1626091/</a></p> <p>17. Some new Simpson-type inequalities for generalized <math>p</math>-convex function on fractal sets with applications  <a href="https://advancesindifferenceequations.springeropen.com/articles/10.1186/s13662-020-02955-9">https://advancesindifferenceequations.springeropen.com/articles/10.1186/s13662-020-02955-9</a></p>
Mr. Pablo Gonzalez	<p>18. Explosive Strength of Lower Limbs in 10 – 12 Years Old Athletes of Individual Sports <a href="https://sciendo.com/article/10.2478/afepuc-2020-0008">https://sciendo.com/article/10.2478/afepuc-2020-0008</a></p> <p>19. SOMATOTYPE PROFILES OF SLOVAK AND SAUDI ARABIAN MALE SOCCER PLAYERS ACCORDING TO PLAYING POSITIONS  <a href="https://hrcak.srce.hr/index.php?show=clanak&amp;id_clanak_jezik=346364">https://hrcak.srce.hr/index.php?show=clanak&amp;id_clanak_jezik=346364</a></p> <p>20. Back Pain Prevalence, Intensity, and Associated Risk Factors among Female Teachers in Slovakia during the COVID-19 Pandemic: A Cross-Sectional Study <a href="https://www.mdpi.com/2227-9032/9/7/860">https://www.mdpi.com/2227-9032/9/7/860</a></p>

[Source: Ric Website: <https://ric.psu.edu.sa/publications.php>]

- **Action Research**

**Higher Education Teaching and Learning Certificate Program  
Action Research Conference  
AY2020-21**

#	Name	College/ Program	Action research
1	Ms. Somayya Bibi	PYP	• The Effectiveness of Activating the Schemata for ESL Reading Activities.
2	Ms. Maria Gadilla Isip	PYP	• Students Perception of Virtual Physical Education During COVID-19 Pandemic: A survey study of PYP Female Students at PSU
3	Ms. Najet Zidi	PYP	• Teaching PE Online of COVID-19 : What made the difference ?
4	Ms. Sofia Adan	PYP	• Application of Flipped Learning Approach and The Effects of Implementation in EFL classrooms to improve learning (during Covid19)
5	Ms. Asamenew Bireda	PYP	• Enhancing Students' Engagement in an online Personal Development Skills course
6	Mr. Abubakar Galant	PYP	• Automated Essay Scoring: A Bane or Boon
7	Ms. Hannah Sarpong	PYP	• Reintroducing L1 into the English L2 Classroom: Overcoming Taboos of Using Arabic in English Language Classrooms.
8	Mr. Marshal C. Defensor	PYP	• Retrospective Evaluation of the Interscholastic Athletic Program in a State University

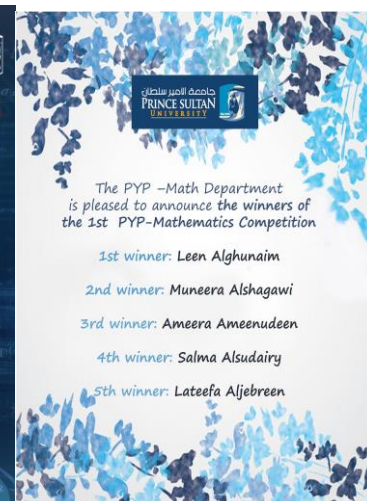
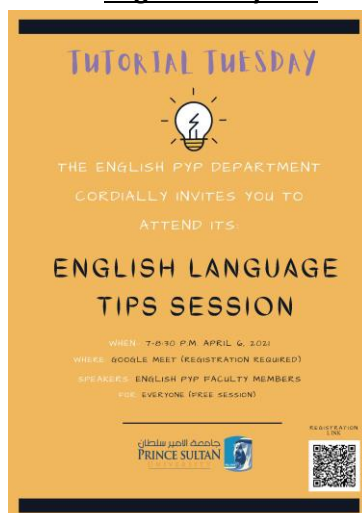
## II. Metric 17.2 - Relationships with NGOs, Regional & National Government

Not applicable.

## III. Metric 17.3 - Publish outputs across all SDGs

SDG 4 (Metric 4.3): Lifelong learning opportunities provided.

### • Organized by PYP



- Organized by Other Departments/Colleges (with the participation of PYP faculty members as presenters, volunteers, and/or organizers)





**PRINCE SULTAN UNIVERSITY**  
in collaboration  
with Stanford University  
invites you to participate in **FOURTH**



**WOMEN IN DATA SCIENCE**  
RIYADH @ PSU

Conference Date: March 8, 2021  
**9:00 am - 7:00 pm**

Twitter: @WIDSPSU, Riyadh,  
email: [widsriyadh@psu.edu.sa](mailto:widsriyadh@psu.edu.sa)  
<https://10times.com/e1s4-12k9-hxzd>



#### IV. Metric 17.4 - Education for SDGs

- **PYP Courses that promote a commitment to meaningful education around the SDGs across university:**

1. PDS 001 - Personal Development Skills I
  - a. **Course description:** The main purpose of this course is to help students make the adjustment from high school to academic life at university level. It covers core skills such as goal setting, time management, learning styles, presentation and collaboration.
  - b. **Course Specifications:** [Course Specs](#)
2. PDS 002 Personal Development Skills II
  - a. **Course description:** The main purpose of this course is to help students to continue to make the adjustment from high school to academic life at university level. Core skills covered in this course include: career exploration, critical thinking, and Information literacy skills.
  - b. **Course Specifications:** [Course Specs](#)

#### CHS 2021/2022 SDG17:

##### A-Course syllabi:

#### INSTITUTIONAL COURSE SYLLABUS TEMPLATE

Course Code: ETRA 355	Course Title: Business and Media Translation
Course Instructor: Dr. Hala Emara	Email: <a href="mailto:hemara@psu.edu.sa">hemara@psu.edu.sa</a>

Credit Hours: 3	Course Location: W 260
Scheduled Office Hours: 9-10 & 10-11 Mon-Wed	
Office Location: A 258	
Co-Requisite: -	Pre-Requisite: ETRA 250
On Campus or Online: On campus	

## Mission Statement

The Translation Program aims to develop its students' translation competence by refining their language proficiency and building up the knowledge and skills needed for interlingual communication. It also seeks to equip them with communication skills, critical thinking and analytical skills, information technology and research skills to meet the requirements of the job market, and ensure commitment to professional and academic development.

### I. Course Description:

This course aims to familiarize students with the register and discourse characteristics of the language varieties of business and media in both English and Arabic. It also aims to develop and reinforce the skills and techniques required for translating texts bearing such features into the two languages. In the field of Business, the focus will be on text types such as bank statements, financial reports and business correspondence. In the field of media, the focus will be on text types such as news items, press reports, newsletters, and promotional texts.

### II. Course Learning Outcomes: On the successful completion of this course, students will be able to demonstrate the following:

Skills	Course Learning Outcomes
<b>Knowledge &amp; Understanding</b>	-Demonstrate knowledge in the subject matter; business and media.
<b>Skills</b>	-Analyze source texts and acknowledge features of each language; analysis and comprehension of business and media texts; production of intelligible target texts readily acceptable in the field concerned. -Edit and present written work to a professional standard.
<b>Competencies</b>	-Demonstrate self confidence in collaborative activities, and ability to work within a team in the investigation of problems. -Research references and utilizing several technical tools available in the field. (Develop the spirit of team work; being able to justify the choice of translation methods and techniques; question and evaluate each other's solutions.) (Efficient use of the web for information on concepts and terms, and for increasing speed of translating while improving the quality of output.)

### III. Tentative Weekly Course Schedule:

WEEK	UNIT/ TOPIC	CLO(s) alignment	STUDENT TASKS (assignments, readings, exams, quizzes, presentations)	Number of Contact hours
1	Introduction to the field of business: features and strategies	1	Readings	3
2,3	Topics in business: Banking	2	Class Practice	6
4,5	Topics in business: taxation,	2	Class Practice	6
6,7	Topics in business: insurance	2	Class Practice	6
8,9	Topics in business: commercial correspondence.	2	Class Practice	6
10	Introduction to the field of media: features and strategies	1	Readings	3
11-15	Translating news, headlines, and press release. Also translating topics related to the community at large to raise students' awareness of issues such as poverty, inequality, climate change, special needs education	5	Class Practice	15

### IV. Student Assessment & Teaching Strategies: Assessment Task

Domain	Assessment Task	Teaching Strategy
<b>Knowledge &amp; Understanding</b> -Demonstrate knowledge in the subject matter; business and media.	Class practice Quizzes Major exams	Practical exercises – Texts to translate
<b>Skills</b> -Analyze source texts and acknowledge features of each language; analysis and comprehension of business and media texts; production of intelligible target texts readily acceptable in the field concerned.	Class practice Quizzes Major exams	Practical exercises – Texts to translate
<b>Competencies</b>	Class practice	-Work in groups -class discussion

-Edit and present written work to a professional standard. -Demonstrate self confidence in collaborative activities, and ability to work within a team in the investigation of problems. -Research references and utilizing several technical tools available in the field. (-Develop the spirit of team work; being able to justify the choice of translation methods and techniques; question and evaluate each other's solutions.) (-Efficient use of the web for information on concepts and terms, and for increasing speed of translating while improving the quality of output.)		- Utilizing different technical tools
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## V. Course Requirements:

Two major exams

Quiz

Final Exam

## VI. Schedule of Assessment:

Assessment	Assessment Task	Week Due	Proportion of Final Assessment
1	Major I	3/10/2021	25%
2	Major II	7/11/2021	25%
3	Quiz	21/11/2021	10%
4	Final Exam	26/12/2021 12:30	40%



## VII. Learning Resources

### A. References:

David, Dror Abend. 2016. *Media and Translation*. 2ed. Bloomsbury Academic.  
Lahlali, Mustapha. 2017. *Advanced Media Arabic*. 2ed. Georgetown University Press.

### B. Facilities Required: –

A language laboratory with internet access is often requested for administering the course.

### C. EDU-HUB Platform – The platform will be used for all online education experiences at PSU. It supports a variety of methods to support the teaching and learning strategies across all disciplines. It also includes the LMS.

- Course syllabus will be uploaded on Moodle to be used as reference throughout the course.

- Your response is required for two units:

1. PSU Academic Integrity and Syllabus Acknowledgement.
2. Course Exit Survey.

**Please respond within time frame allotted for each unit.**

## VIII. Classroom Policies

### A. Academic Integrity Policy (e.g., plagiarism or dishonesty)

“Plagiarism can be defined as unintentionally or deliberately using another person’s writing or ideas as though they are one’s own. Plagiarism includes, but is not limited to, copying another individual’s work and taking credit for it, paraphrasing information from a source without proper documentation, and mixing one’s own words with those of another author without attribution. In addition, buying a paper or project, or downloading a paper from the Internet, and submitting them as your own is also plagiarism. The penalty for academic dishonesty will bring course expulsion and failure, or even suspension” (Academic Integrity and Syllabus Acknowledgement Form).

All students are expected to submit their ‘own’ work and not the work of others.

### B. Attendance Policy

Please, adhere to the following guidelines:

1. The University attendance policy will be strictly followed. In this course, absence of **(5 hours or more receives first warning, 9 hours or more receives second warning, 13 hours or more results in a Denied Notice (DN))**. (Refer to the student regulation handbook for further

details.) {It is the sole responsibility of a student to keep satisfying level of attendance. Otherwise, "DN" grade will be granted automatically during any time in the semester, without any notice.}

1. No make-up exams will be allowed except for university accepted documents. (Refer to the student regulation handbook for further details.)

#### INSTITUTIONAL COURSE SYLLABUS TEMPLATE

Course Code: ETRA 352	Course Title: Consecutive Interpreting
Course Instructor: Dr. Nada Almazrooa	Email: <a href="mailto:nmazrooa@psu.edu.sa">nmazrooa@psu.edu.sa</a>
Credit Hours: 3	Course Location: LAB H
Scheduled Office Hours: 3	
Office Location: R229	
Co-Requisite: Sight Interpretation	Pre-Requisite: None

#### Mission Statement

The Translation Program seeks to provide its students with quality education in English Language and Translation and its applications in various fields while preserving cultural and cross-linguistic variations. The program aims at developing the students' translation competence by refining their language proficiency and building up the different types of knowledge and skills necessary for inter-lingual communication. It also seeks to equip them with communication skills, critical thinking and analytical skills, and information technology and research skills to meet the requirements of the job market, and ensure commitment to professional and academic development.

- Course Description:** This course is intended to train students on the consecutive mode of interpreting. The focus will be on the principles of immediate transfer of messages from one language into the next: *immediate reception* of oral messages, i.e. the skill of fast listening/comprehension of the spoken language, and *immediate production*, viz. the quick production into the other language. Students will also be trained on the skill of note-taking to help their memory. Speeches and other types of oral texts will be translated from English into Arabic first, then gradually into the other direction as well.

#### II. Course Learning Outcomes:

Skills	Course Learning Outcomes
<b>Knowledge &amp; Understanding</b>	Recognize the principles of immediate transfer of the content of oral messages into another.

<b>Skills</b>	Recall source text information using the technique of note-taking. Develop the skill of public speaking.
<b>Competencies</b>	Use interpreting equipment (headset and voice recorder) and translation technology to listen to oral materials and translate them immediately into the other language.

### III. Tentative Weekly Course Schedule:

WEEK	UNIT/ TOPIC	CLO(s) alignment	STUDENT TASKS (assignments, readings, exams, quizzes, presentations, etc...)	Number of Contact hours
1	Introduction to the course and overview of contents, requirements and assessment	Reading about interpreting	3	1
2-3	Listening and paraphrasing	Listen to or watch news, talk shows, press conferences , speeches, paraphrase and present summary in class.	6	2-3
4-5	Note taking	Practice when listening to audio-visual materials.	6	4-5
6-8	Translating into Arabic	Practice when listening to audio-visual materials.	9	6-8
9-13	English-Arabic-English translating Resume till 11 <sup>th</sup> April	Practice when listening to audio-visual materials.	15	9-13
14-15	Presentations	Present in class on	6	14-15

	Take place during week 12	topics of student's choice		
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**IV. Student Assessment & Teaching Strategies: Assessment Task** (Indicate the kind of assessment tasks to be used to measure student learning in each of the learning domains. Example: quiz, oral examination, group work, etc.).

**Teaching Strategies:** (Please indicate the teaching and student activities to be used to develop the kinds of learning involved in each learning domain. Also, research specialized Information about Best Teaching Practices for the particular course/field).

Domain	Assessment Task	Teaching Strategy
<b>Knowledge</b>	Continuous assessment, in addition to two mid-terms and a final exam.	Discussing content of miscellaneous audios (education quality, gender equality, fighting poverty, good health and wellbeing), Constantly recall the principles of oral transfer of messages
<b>Skills</b>	Continuous assessment, in addition to two mid-terms and a final exam. Assessment of presentations as part of Audio-Assignments File.	Practicing interpreting miscellaneous audios (education quality, gender equality, fighting poverty, good health and wellbeing), Students listen to speeches and take notes.  Students give two presentations.
<b>Competencies</b>	Exams.	Students use IT equipment in classes and exam.

#### V. Course Requirements

- Examinations (2 mid-terms + final exam),
- Presentations and Assignments (Two presentations/interpretations in weeks 11 & 14, and 5 audio assignments in weeks 4, 6, 8, 10 and 13. A summary of each is to be uploaded on Moodle, while the audio-materials (source+ English paraphrase+ Arabic translation) are to be collected at the end of the term. For details, follow ETRA 352 on Moodle.

#### VI. Schedule of Assessment

Assessment	Assessment Task	Week Due	Proportion of Final Assessment
1	Midterm 1	6 <sup>th</sup> 23/02/2021	15%
2	Midterm 2	12 <sup>th</sup> 06/04/2021	20%
3	Presentations (2) +Live Interpretations	7 <sup>th</sup> 02/03/2021 13 <sup>th</sup> 13/04/2021 04/04/2021	15%
4	Audio-Assignments (5)	throughout	5%
5	Continuous Assessment	throughout	5%
6	Final examination	16 <sup>th</sup>	40%

## VII. Learning Resources

### A. References –

- Conference Interpreting Explained, Roderick Jones (2002), Routledge.
- Note Taking for Consecutive Interpreting, Andrew Gillies (2006) Routledge.
- Audio-materials from websites and T.V. channels for classwork.

### B. Facilities Required – Interpreting lab.

### C. EDU-HUB Platform –

Assignments will be posted on Moodle.

## VIII. Classroom Policies

### A. Academic Integrity Policy (e.g., plagiarism or dishonesty)

“Plagiarism can be defined as unintentionally or deliberately using another person’s writing or ideas as though they are one’s own. Plagiarism includes, but is not limited to, copying another individual’s work and taking credit for it, paraphrasing information from a source without proper documentation, and mixing one’s own words with those of another author without attribution. In addition, buying a paper or project, or downloading a paper from the Internet, and submitting them as your own is also plagiarism. The penalty for academic dishonesty will bring course expulsion and failure, or even suspension” (Academic Integrity and Syllabus Acknowledgement Form).

All students are expected to submit their ‘own’ work and not the work of others.

### B. Attendance Policy

Please, adhere to the following guidelines:

1. The University attendance policy will be strictly followed. In this course, the absence of **(insert number here based on the number of credit hours)** hours results in a Denied Notice (DN). (Refer to the student regulation handbook for further details.)

**Please Note: IT IS THE SOLE RESPONSIBILITY OF THE STUDENT TO KEEP SATISFYING their level of attendance. Otherwise, a “DN” grade will be granted automatically during any time in the semester without any notice from the e-register system.**

2. No make-up exams will be allowed except for university accepted documents. (Refer to the student regulation handbook for further details.)

### **C. Homework Submission Policy**

Only assignments submitted on time shall be considered.

### **IX. My Assumptions**

- Students will learn to interpret by practice; therefore, attendance and participation are of the highest importance.
- Continuing to practice outside the classroom is very important for consolidating the skills acquired in class.

### **INSTITUTIONAL COURSE SYLLABUS TEMPLATE**

Course Code: ETRA 352	Course Title: Consecutive Interpreting
Course Instructor: Dr. Nada Almazrooa	Email: <a href="mailto:nmazrooa@psu.edu.sa">nmazrooa@psu.edu.sa</a>
Credit Hours: 3	Course Location: LAB H
Scheduled Office Hours: 3	
Office Location: R229	
Co-Requisite: Sight Interpretation	Pre-Requisite: None

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### **Mission Statement**

The Translation Program seeks to provide its students with quality education in English Language and Translation and its applications in various fields while preserving cultural and cross-linguistic variations. The program aims at developing the students' translation competence by refining their language proficiency and building up the different types of knowledge and skills necessary for inter-lingual communication. It also seeks to equip them with communication skills, critical thinking and analytical skills, and information technology and research skills to meet the requirements of the job market, and ensure commitment to professional and academic development.



- I. Course Description:** This course is intended to train students on the consecutive mode of interpreting. The focus will be on the principles of immediate transfer of messages from one language into the next: *immediate reception* of oral messages, i.e. the skill of fast listening/comprehension of the spoken language, and *immediate production*, viz. the quick production into the other language. Students will also be trained on the skill of note-taking to help their memory. Speeches and other types of oral texts will be translated from English into Arabic first, then gradually into the other direction as well.

## II. Course Learning Outcomes:

Skills	Course Learning Outcomes
<b>Knowledge &amp; Understanding</b>	Recognize the principles of immediate transfer of the content of oral messages into another.
<b>Skills</b>	Recall source text information using the technique of note-taking. Develop the skill of public speaking.
<b>Competencies</b>	Use interpreting equipment (headset and voice recorder) and translation technology to listen to oral materials and translate them immediately into the other language.

## III. Tentative Weekly Course Schedule:

WEEK	UNIT/ TOPIC	CLO(s) alignment	STUDENT TASKS (assignments, readings, exams, quizzes, presentations, etc...)	Number of Contact hours
1	Introduction to the course and overview of contents, requirements and assessment	Reading about interpreting	3	1
2-3	Listening and paraphrasing	Listen to or watch news, talk shows, press conferences , speeches, paraphrase and present	6	2-3

		summary in class.		
4-5	Note taking	Practice when listening to audio-visual materials.	6	4-5
6-8	Translating into Arabic	Practice when listening to audio-visual materials.	9	6-8
9-13	English-Arabic-English translating Resume till 11 <sup>th</sup> April	Practice when listening to audio-visual materials.	15	9-13
14-15	Presentations Take place during week 12	Present in class on topics of student's choice	6	14-15

**IV. Student Assessment & Teaching Strategies: Assessment Task** (Indicate the kind of assessment tasks to be used to measure student learning in each of the learning domains. Example: quiz, oral examination, group work, etc.).

**Teaching Strategies:** (Please indicate the teaching and student activities to be used to develop the kinds of learning involved in each learning domain. Also, research specialized Information about Best Teaching Practices for the particular course/field).

Domain	Assessment Task	Teaching Strategy
<b>Knowledge</b>	Continuous assessment, in addition to two mid-terms and a final exam.	Discussing content of miscellaneous audios (education quality, gender equality, fighting poverty, good health and wellbeing), Constantly recall the principles of oral transfer of messages
<b>Skills</b>	Continuous assessment, in addition to two mid-terms and a final exam. Assessment of presentations as part of Audio-Assignments File.	Practicing interpreting miscellaneous audios (education quality, gender equality, fighting poverty, good health and wellbeing), Students listen to speeches and take notes.

		Students give two presentations.
<b>Competencies</b>	Exams.	Students use IT equipment in classes and exam.

#### V. Course Requirements

- Examinations (2 mid-terms + final exam),
- Presentations and Assignments (Two presentations/interpretations in weeks 11 & 14, and 5 audio assignments in weeks 4, 6, 8, 10 and 13. A summary of each is to be uploaded on Moodle, while the audio-materials (source+ English paraphrase+ Arabic translation) are to be collected at the end of the term. For details, follow ETRA 352 on Moodle.

#### VI. Schedule of Assessment

Assessment	Assessment Task	Week Due	Proportion of Final Assessment
1	Midterm 1	6 <sup>th</sup> 23/02/2021	15%
2	Midterm 2	12 <sup>th</sup> 06/04/2021	20%
3	Presentations (2) +Live Interpretations	7 <sup>th</sup> 02/03/2021 13 <sup>th</sup> 13/04/2021 04/04/2021	15%
4	Audio-Assignments (5)	throughout	5%
5	Continuous Assessment	throughout	5%
6	Final examination	16 <sup>th</sup>	40%

#### VII. Learning Resources

##### A. References –

- Conference Interpreting Explained, Roderick Jones (2002), Routledge.
- Note Taking for Consecutive Interpreting, Andrew Gillies (2006) Routledge.
- Audio-materials from websites and T.V. channels for classwork.

##### B. Facilities Required – Interpreting lab.

### C. EDU-HUB Platform –

Assignments will be posted on Moodle.

## VIII. Classroom Policies

### A. Academic Integrity Policy (e.g., plagiarism or dishonesty)

“Plagiarism can be defined as unintentionally or deliberately using another person’s writing or ideas as though they are one’s own. Plagiarism includes, but is not limited to, copying another individual’s work and taking credit for it, paraphrasing information from a source without proper documentation, and mixing one’s own words with those of another author without attribution. In addition, buying a paper or project, or downloading a paper from the Internet, and submitting them as your own is also plagiarism. The penalty for academic dishonesty will bring course expulsion and failure, or even suspension” (Academic Integrity and Syllabus Acknowledgement Form).

All students are expected to submit their ‘own’ work and not the work of others.

### B. Attendance Policy

Please, adhere to the following guidelines:

1. The University attendance policy will be strictly followed. In this course, the absence of **(insert number here based on the number of credit hours)** hours results in a Denied Notice (DN). (Refer to the student regulation handbook for further details.)

**Please Note: IT IS THE SOLE RESPONSIBILITY OF THE STUDENT TO KEEP SATISFYING their level of attendance. Otherwise, a “DN” grade will be granted automatically during any time in the semester without any notice from the e-register system.**

2. No make-up exams will be allowed except for university accepted documents. (Refer to the student regulation handbook for further details.)

### C. Homework Submission Policy

Only assignments submitted on time shall be considered.

## IX. My Assumptions

- Students will learn to interpret by practice; therefore, attendance and participation are of the highest importance.
- Continuing to practice outside the classroom is very important for consolidating the skills acquired in class.

## INSTITUTIONAL COURSE SYLLABUS TEMPLATE

Course Code:ETRA 356	Course Title: Scientific&Medical Translation
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Course Instructor: Dr. Mona Salem	Email: <a href="mailto:msalem@psu.edu.sa">msalem@psu.edu.sa</a>
Credit Hours: 3	Course Location: N 202
Scheduled Office Hours:	Monday (1.00-1.50 p.m) Wednesday (1.00-2.50 p.m)
Office Location:	Bldg./Office # : 1 / A243
Co-Requisite:	None

## Mission Statement

The English and Translation Program aims at developing the students' translation competence by refining their language proficiency and building up the different types of knowledge and skills necessary for interlingual communication. It also seeks to equip them with communication, critical thinking and research skills, along with facility in using information technology in their professional fields.

### I. Course Description:

This course aims to train students in the translation of scientific and medical texts. As for the scientific field, students will be trained on analyzing texts to understand concepts before looking for equivalents of terms in the other language. Concerning the medical side, the students will be familiarized with the medical terminology most commonly used by doctors and other health practitioners in text types such as medical reports, diagnosis, and medical procedures. Special emphasis will be given to word formation (suffixes roots and pre-fixes) in medical terms.

### II. Course Learning Outcomes: (A summary of intended learning outcomes of the course in each domain of learning). On the successful completion of this course, students will be able to demonstrate the following:

Skills	Course Learning Outcomes
<b>Knowledge and Understanding</b>	Demonstrate knowledge of basic word structure and terminology in the scientific and medical fields.
<b>Skills</b>	Differentiate between the basic combining forms, prefixes and suffixes to build scientific and medical terminology.
<b>Competencies</b>	Demonstrate their problem-solutions skills in the field of English-Arabic scientific and medical translation using the appropriate tools.

**III. Tentative Weekly Course Schedule: (Should mention the specific course topics to be covered within the semester) *May change to accommodate guest presenters & student needs.***

<b>WEEK</b>	<b>UNIT/ TOPIC</b>	<b>CLO(s) alignment</b>	<b>STUDENT TASKS (assignments, readings, exams, quizzes, presentations, etc...)</b>	<b>Number of Contact Hours</b>
<b>1</b>	Introduction to Scientific & Medical Translation—what, why and how.	1,2	PPT & Handouts	3
<b>2</b>	Using and finding the right medical terminology - Word formation	1,2		3
<b>3</b>	Introduction of diseases, people and organizations involved in health care	1,2		3
<b>4</b>	Human body parts.	1,2		3
<b>5</b>	Human body parts (cont.)	1,2		3
<b>6</b>	Medical brochures and related media	1,2		3
<b>7</b>	Various ailments and treatment	1,2	Major (1)	3
<b>8</b>	Miscellaneous medical topics (child diseases, fighting poverty and related ailments )	1,2		
<b>9</b>	Miscellaneous scientific topics (e.g. climate change, global warming, renewable energy, water desalination, recycling, wastes disposal)	1,2,3		3
<b>10</b>	Miscellaneous scientific topics.	1,2,3		3
<b>11</b>	Miscellaneous scientific topics	1,2,3		3
<b>12</b>	Miscellaneous scientific topics.	1,2,3	Major (2)	3
<b>13</b>	Latest in science (inventors)	1,2,3		3



<b>14</b>	Latest in science (inventions)	1,2,3	Quiz(1)	3
<b>15</b>	Scientific instruments and machines	1,2,3		3
<b>16-17</b>	Final Examination Period			3

**IV. Student Assessment & Teaching Strategies: Assessment Task** (Indicate the kind of assessment tasks to be used to measure student learning in each of the learning domains. Example: quiz, oral examination, group work, etc).

**Teaching Strategies** (Indicate the teaching and student activities to be used to develop the kinds of learning involved in each learning domain. Also, research specialized Information about Best Teaching Practices for the particular course/field).

Domain	Assessment	Teaching Strategy
Knowledge and Understanding	Assignments Quizzes Major Exams Final exam	Refer to course content and objectives Group work and peer feedback Classroom interaction
Skills		Looking for information, analyzing data, solving problems
Competencies		Setting classroom rules and course deadlines, Preparing oral presentations

**V. Course Requirements** [Whatever tasks and assignments you include in your course should be aligned with the specified learning outcomes (final learning, skills, knowledge, attitudes and values the students leave the course with) you have defined and specified earlier.

These requirements should be consistent with the Course Specification on file in the particular department.]

- 2 Majors
- 1Quiz
- Final exam

**VI. Schedule of Assessment** (Specify the schedule/date of assessment & proportion of assessment, attach related rubrics for each assessment if applicable. For examples of rubrics, visit [www.irubrics.com](http://www.irubrics.com) . The schedule should be consistent with the academic

calendar. Any significant changes should be avoided. If significant changes are made, academic leaders should be informed in writing and students should be given a new schedule of assessment table).

*Note: Dates are preliminary and might be subject to change*

Assessment	Assessment Task	Due Date	Proportion of Final Assessment
1	Major (1)	Week 7	25%
2	Major (2)	Week 12	25%
3	Quiz	Week 14	10%
4	Course work grade submission	Week 15	60 %
5	Final Exam	TBA via E-Register	40 %
Total			100

**A. : Required Material:**

- Photocopied material and handouts as needed.

**B. Supplementary Material:**

- Byrne, Jody. (2012) *Scientific and Technical Translation Explained*. USA: Routledge
- Elewa, Abdelhamid (2016) *Scientific and Medical Translation*. Cairo: Albayan.
- Resurreccio, V.M (2007) *Medical Translation Step ByStep*. U.K: St.Jerome
- Use of the WWW (on-line glossaries and dictionaries; search engines); terminology management, corpus linguistics.

**B. Facilities Required**

Lecture room, computing resources, library access.

**C. Learning Management System** – website address, instructions, required participation, etc.

Moodle

**VIII. Classroom Policies**

**A. Academic Integrity Policy (e.g. plagiarism or dishonesty)**

“Plagiarism can be defined as unintentionally or deliberately using another person’s writing or ideas as though they are one’s own. Plagiarism includes, but is not limited to, copying another individual’s work and taking credit for it, paraphrasing information from a source without proper documentation, and mixing one’s own words with those

of another author without attribution. In addition, buying a paper or project, or downloading a paper from the Internet, and submitting them as your own are also plagiarism. The penalty for academic dishonesty will bring course expulsion and failure, or even suspension” (Academic Integrity and Syllabus Acknowledgement Form).

#### **Basic course-related requirements:**

- In order to earn a passing grade, a student must successfully complete all course requirements. In addition, students must demonstrate that they are in charge of their own learning.
- Students are expected to be present in every class. In the event of missing a class, students must inform the instructor as soon as possible; as that might affect their grades.
- Students are expected to respect assignment deadlines.
- All in-class assignments have to be completed within class time. The grade of an assignment not completed in-class without prior arrangement will be affected.
- Students are encouraged to set up appointments with the instructor to discuss issues related to the course. Constructive feedback about the course is encouraged at any time.
- Absent students are held responsible for any materials/assignments covered in class during their absence.
  - Please do not sign the names of the students who are not in the classroom.
  - All cell phones should be turned off. Please keep them in your handbag.
- Announcements will be made in class and via Moodle.
- Students who arrive 15 minutes late after the beginning of class time are considered absent.

#### **B. Civility in the Classroom**

- According to the University dress code, Abayas and pants are not allowed. Any student who is not following the University dress code will be counted as absent and a note will be added next to her name that she was not wearing the University dress code.
- Students must be punctual to respect other students’ time, let alone their own.
- Students are required to sign the attendance sheet at the onset of every session but must not sign attendance on behalf of others.
- Original copies of medical reports are to be submitted to the students’ affairs office and a copy should be submitted to the course instructor.

#### **B. Attendance Policy**

#### **DN Regulations**

A student, who does not attend any given class meeting, is counted absent. To discourage students’ absenteeism from class, the University enforces a policy on class attendance in which a regular student is not allowed to continue in a course and take the final examination, and will be immediately given a grade of DN by her instructor, if her absences exceed 25% of the lecture and laboratory sessions scheduled for the course. And 10% for English Courses: 001-002.

The college, department, or instructor may use a policy that gives an absence for other infractions, but this policy must be clearly stated to every student by the instructor verbally

and in written format through the course syllabus. For example, tardiness exceeding 15 minutes will be counted as an absence.

### **What qualifies for a DN?**

In accordance with the *University Warning and DN System*, **It is the sole responsibility of a student to keep satisfying level of attendance. Otherwise, "DN" grade will be granted automatically during any time in the semester, without any notice.**

### **List of Excuses Accepted by the College Council:**

- Death in the family (an immediate relative)
- Major Surgery
- Pregnancy/Delivery

**Other** Includes: traffic accident reports, severe/terminal medical conditions, marriage leave, and exceptions granted from Higher Management.

### **The Rules and Implementation for the DN System**

<b>CONTACT HOURS</b>	<b>1<sup>st</sup> Warning</b>	<b>2<sup>nd</sup> Warning</b>	<b>DN</b>
Three times weekly	5 or more	9 or more	13 or more

### **Makeup Exams for Majors**

- If a student misses an examination or test, other than the final, a student can submit a request for a Major Exam Makeup.
  - An instructor can make arrangements for a makeup examination, under the condition that the student submits an approved excuse to the Director of Student Affairs and to her instructor immediately upon her return.
  - In order to grant the student a makeup for a major exam or test, the instructor's approval is necessary for the absence that prevented her from taking the examination. (See list of approved excuses).
  - An instructor can implement a strict policy of makeup exams.
  - The instructor has the right to approve or disapprove the excuse even if the S.A.O. has signed on it.
  - Late submission of assignments and makeup exams are to be arranged between the instructor and the student.
- 
- **Note: All aspects of this syllabus are subject to change. If changes are made you will be informed.**

### X. My Assumptions (Optional)

This is a section where the instructor can communicate his or her personal assumptions and/or biases regarding the course content to set it off from other similar courses and other instructors. Does the instructor have a unique operational definition for some of the core course concepts? What principles and/or beliefs about either the content or how to effectively learn the content held by the instructor would it be helpful for the students to know up front?

### B-Club activities:

بيت التخميص THE ROASTING HOUSE

كلية العلوم الإنسانية  
COLLEGE OF HUMANITIES

جامعة الامير سلطان  
PRINCE SULTAN UNIVERSITY

نادي إرادة يقدم لكم  
رحلة التخميص مع

**أسامة العوام**  
المدير التنفيذي لبيت التخميص

الاثنين 23 نوفمبر 2020  
الساعة 6:00 - 7:00 p.m

للتسجيل:

مكان: برنامج

zoom

www.psu.edu.sa

PSURUHEDU

PSU\_RUH  
eradah\_psu

psu\_ruh  
eradah\_psu

PSUofficial

### C-College student activities:



جامعة الامير سلطان  
PRINCE SULTAN  
UNIVERSITY

UNDERGRADUATE STUDENTS OF ALL PSU COLLEGES

## THE BEST NEWS STORY C O M P E T I T I O N

**Description:**  
All registrants will write a news story covering an event that reflects Prince Sultan University's commitment to the UN Sustainability Development Goals (SDGs) (700 - 1000 words). You can work individually or in groups of up to 5 students. If interested, register through this link : <https://forms.gle/HBQ8mzRGD8Phgnc8> no later than December 31, 2020. We will contact you via email and provide you with the assessment rubric and further details. We will also invite you to some training sessions to support your success.

**Submission:**  
Email your story to [ddakhs@psu.edu.sa](mailto:ddakhs@psu.edu.sa) no later than February 10, 2021. Stories of unregistered students will not be accepted.

**AWARDS** CERTIFICATES (EXCELLENT FOR YOUR CV) + FINANCIAL AWARDS

1 <sup>st</sup> Place <b>1000</b> SR	2 <sup>nd</sup> Place <b>800</b> SR	3 <sup>rd</sup> Place <b>700</b> SR
4 <sup>th</sup> Place <b>600</b> SR	5 <sup>th</sup> Place <b>500</b> SR	

For queries, please contact  
**Dr. Dina El-Dakhs** [ddakhs@psu.edu.sa](mailto:ddakhs@psu.edu.sa) WhatsApp 0553909978

CH كلية العلوم الإنسانية  
COLLEGE OF HUMANITIES

### D-Research activities:

#### 1- Publications:

##### Web of Science (related to SDG4 Quality Education)

El-Dakhs, D.A.S., Sonbul, S. & Alwazzan, R. (2021). Learning phrasal verbs in the EFL classroom: The effect of prior vocabulary knowledge and opacity. *International Review of Applied Linguistics in Language Teaching*.  
<https://www.degruyter.com/document/doi/10.1515/iral-2020.0116/html>

##### Scopus (related to SDG3 Good Health and Well Being)



El-Dakhs, D.A.S., Altarriba, J. & Masrai, A. (2021). COVID-19 health communication: Key moderators of message framing. *Psycholinguistics*, 29(1), 30-58.

<https://psycholing-journal.com/index.php/journal/article/view/1157>

El-Dakhs, D.A.S. (2021). #StayHome A pragmatic analysis of COVID-19 health advice in Saudi and Australian tweets. *Language and Dialogue*, 11(2), 223-245.

<https://benjamins.com/catalog/ld.00089.dak>

Masrai, A., Milton, J., El-Dakhs, D.A.S. & Elmenshawy, H. (2021). Measuring the contribution of specialist vocabulary knowledge to academic achievement: Disentangling effects of multiple types of word knowledge. *Asian-Pacific Journal of Second and Foreign Language Education*, 6(8), 1-15.

<https://sfleducation.springeropen.com/articles/10.1186/s40862-021-00114-5>



The poster is for the ALLAB Series of Training Webinars, 7th Training Webinar. It features a dark background with white and orange text. At the top, there are logos for the Applied Linguistics Research Lab and Prince Sultan University. The main text invites the public to a webinar on 'How To Boost Your Kids' English Vocabulary' by Dr. Suhad Sonbul. It includes the event program, Google Meet link, and certificates information. The date and time are prominently displayed as Monday, September 21, 2020, from 8.00 p.m. to 9.30 p.m. Riyadh time. The bottom section includes contact information for further details.

**APPLIED LINGUISTICS RESEARCH LAB**

**PRINCE SULTAN UNIVERSITY**

**ALLAB Series of Training Webinars**  
**7<sup>th</sup> TRAINING WEBINAR**  
**The Applied Linguistics Research Lab (ALLAB) at the College of Humanities, Prince Sultan University, cordially invites you to its 7<sup>th</sup> training webinar.**

**Event Program**

**Topic** How To Boost Your Kids' English Vocabulary

**Speaker** Dr. Suhad Sonbul, Umm AlQura University

**Audience** Open to the public

**Google meet link** [meet.google.com/bnm-zbjs-svh](https://meet.google.com/bnm-zbjs-svh)

**Certificates** Certificates of attendance will be issued.

**Prince Sultan University**  
**Time 8.00 p.m. – 9.30 p.m. Riyadh time**  
**Monday, September 21, 2020**  
**(Open to the Public – Men and Women)**

For further information on ALLAB and how to become a member, please check our brochure and follow us @ALLAB\_PSU.  
Queries: [allab@psu.edu.sa](mailto:allab@psu.edu.sa) or 0553909978



APPLIED LINGUISTICS  
RESEARCH LAB

جامعة الامير سلطان  
PRINCE SULTAN  
UNIVERSITY



## ALLAB Series of Training Webinars

### 9<sup>th</sup> TRAINING WEBINAR

#### *The Applied Linguistics Research Lab*

*(ALLAB) at the College of Humanities, Prince Sultan University,  
cordially invites you to its 9<sup>th</sup> training webinar.*

#### Event Program

**Topic** Virtual Instruction –  
Making a Real Impact in the Digital Classroom

**Speaker** Ms. Amira Mohsen,  
Trainer, Notting Hill College Manchester

**Audience** Open to the public

**Google meet link** [meet.google.com/ocx-svim-esr](https://meet.google.com/ocx-svim-esr)

**Certificates** Certificates of attendance will be issued.

Time 8.00 p.m. – 9.30 p.m. Riyadh time

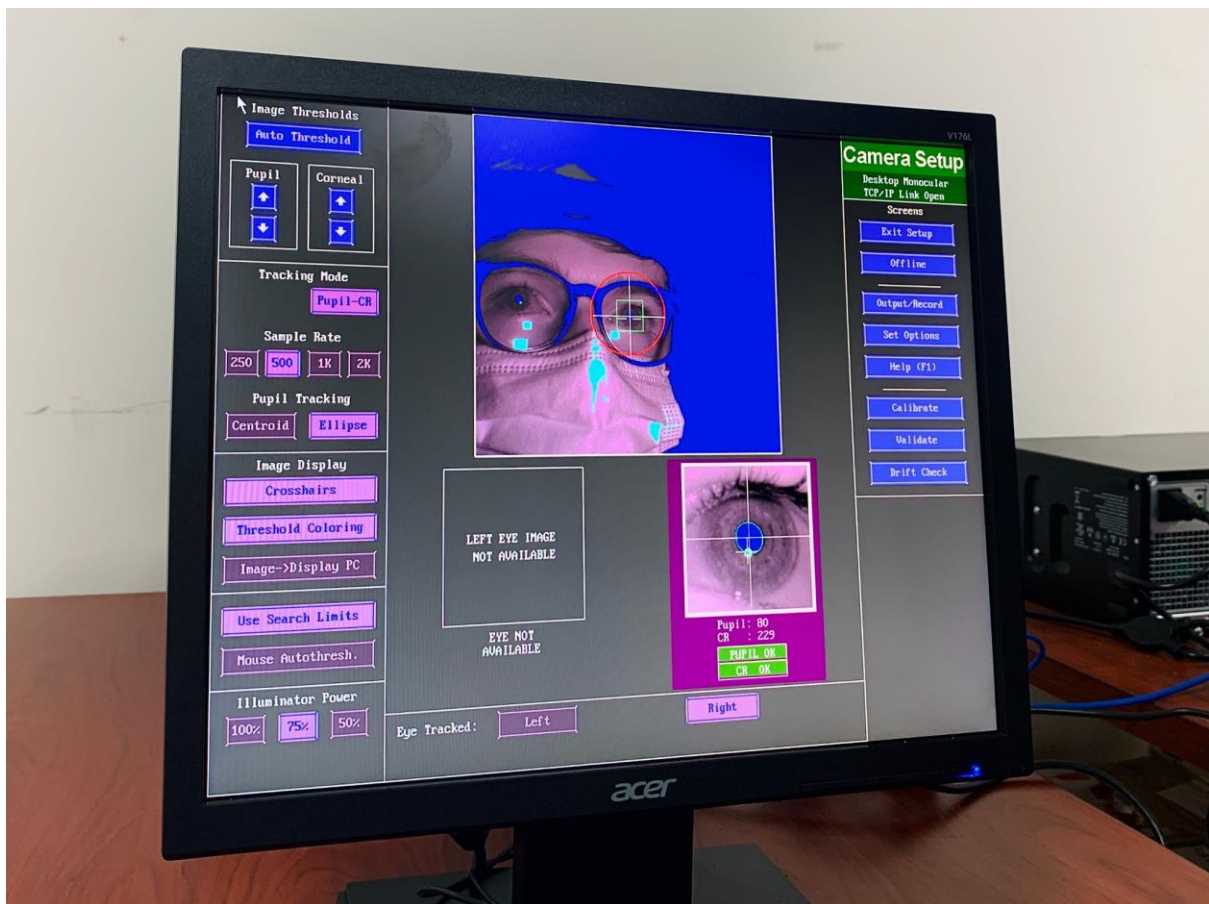
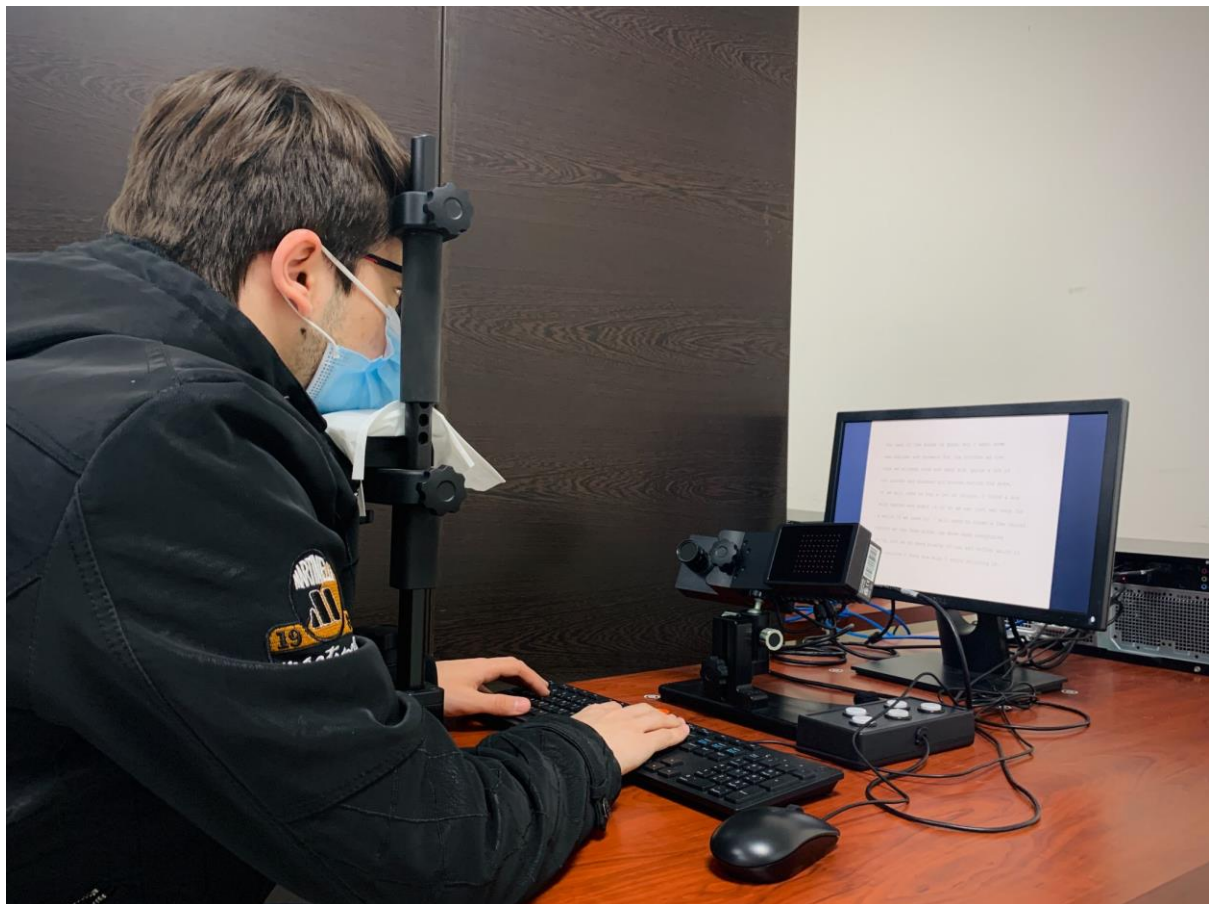
**Monday, February 15, 2021**

*(Open to the Public – Men and Women)*



For further information on ALLAB and how to become a member,  
please check our brochure and follow us @ALLAB PSU.  
Queries: [allab@psu.edu.sa](mailto:allab@psu.edu.sa) or 0553909978





Shaped by the past, creating the future

School of Modern Languages and Cultures

To: Dr. Dina El-Dakhs, Leader, Applied Linguistics Research Lab

12th December 2020

Re: Collaboration Request: Intercultural Communication Programme

Dear Dr Dina El-Dakhs,

Based on the success of the first round of the Intercultural Communication Programme between the Applied Linguistics Research Lab (ALLAB) at Prince Sultan University (PSU) and Arabic Studies at Durham University (September-November 2020), I am writing to request to renew the programme for the second term of the current academic year (January-March 2021). The programme has been immensely useful to Arabic students at Durham University students whose year abroad placements have been disrupted due to the COVID-19 crisis. I would, therefore, appreciate if you could kindly allow some PSU students, who are native speakers of Arabic and who are willing to engage in intercultural communication activities with our students, to participate in virtual sessions with Durham University students who are learning Arabic as a foreign language. Our students' linguistic abilities range from A2 to B1, and therefore they will need to interact with your students in carefully designed pedagogic activities. The activities will be designed by staff at Durham University, subject to your approval.

The proposed sessions are expected to help Durham University students improve their linguistic and intercultural communication skills, as well as to further their understanding of the Arabic culture, with a focus on the Saudi context. PSU students are expected to improve their intercultural communication skills, and I will be happy to offer them specifically tailored training on teaching Arabic as a foreign language to help them reflect on and benefit from their participation in the proposed programme.

Should you require any further information, please do not hesitate to contact me.

Yours truly,

Dr Aziza Zaher



Assistant Professor, Arabic

Arabic Year Abroad Co-ordinator

School of Modern Languages and Cultures

University of Durham

New Elvet, Durham, DH1 3JT

Telephone: 0191 334 3463

Email: aziza.zaher@dur.ac.uk

School of Modern Languages & Cultures Durham University

Elvet Riverside New Elvet Durham DH1 3JT

Telephone +44 (0) 191 334 3420 Fax +44 (0) 191 334 3421

Email mlac.schoolsupport@durham.ac.uk

www.durham.ac.uk/mlac



**COLLEGE OF LIBERAL ARTS & SCIENCES**

Program in Translation & Interpreting Studies  
707 S. Mathews Ave., MC-168  
Urbana, IL 61801

September 16, 2021

To: Dr. Dina El-Dakhs, Leader, Applied Linguistics Research Lab

Collaboration Request: Language and Cultural Exchange Programme

Dear Dr. Dina El-Dakhs,

I am writing to you hoping to initiate a collaboration between the Applied Linguistics Research Lab (ALLAB) at Prince Sultan University (PSU) and the Arabic Program at University of Illinois Urbana-Champaign (UIUC).

Because of the pandemic, many of our students who were planning to travel abroad to Arabic speaking countries were not able to do so. Luckily, they have been doing so well with synchronous online learning. What they need is more exposure to Modern Standard Arabic (MSA) and its culture. Therefore, I would appreciate it if you could kindly recruit (11-15) PSU students who are willing to participate in synchronous online sessions with UIUC students who are learning MSA. Our students's language proficiency is mid/high intermediate. They are from diverse backgrounds and many of them are heritage speakers of Arabic. Given the level of their language

proficiency, their interaction with your students will be guided by carefully planned language and cultural activities. The activities are designed by the instructor of the course. They are subject to your approval.

The proposed sessions are expected to help UIUC students improve their linguistic and intercultural communication skills, as well as to further their understanding of the Arabic culture, with a focus on the Saudi context. PSU students are expected to improve their intercultural communication skills, and their English language skills. The program will follow a bilingual approach to language learning where students use both languages efficiently.

The program will be sponsored by a grant 'Faculty Retreat' which I won in collaboration with my colleague Eman Saadah. The grant allows us to hire two UIUC TAs to help us run the program.

The proposed program is scheduled to start on the last week of October and end on the last week of November. Students from both schools will meet once a week for five weeks.

Should you require any further information, please do not hesitate to contact me.

Sincerely,



**Dr. Honaída Ahyad**

*Lecturer of Linguistics and Translation Studies*

College of Liberal Arts & Sciences  
University of Illinois at Urbana-Champaign  
4080 Foreign Languages Building (FLB) | MC  
168 707 S. Mathews Ave | Champaign IL  
61801 [hahyad@illinois.edu](mailto:hahyad@illinois.edu)  
<http://translation.illinois.edu> | <http://linguistics.illinois.edu>

E- Conference participation of faculty:



## 1- Virtual symposium



Virtual Symposium of The Said T. Khoury  
Chair of Leadership Studies

# Reshaping Paradigms: Leading into the Future

 [www.aus.edu/conferences/reshaping-paradigms-leading-into-the-future](http://www.aus.edu/conferences/reshaping-paradigms-leading-into-the-future)

**Tuesday, October 27, 2020**

**8:00 a.m. to 3:30 p.m.**

**Use the Following Link to Access the Event:**

<https://eu.bbcollab.com/guest/3735946dbaa740248043de1b8e0bbcd9>

For more information contact us: [leadership\\_symposium@aus.edu](mailto:leadership_symposium@aus.edu)



***Virtual Symposium of  
The Said T. Khoury Chair of Leadership Studies***

**“Reshaping Paradigms: Leading into the Future”**

***Tuesday, October 27, 2020 | 8:00 a.m. to 3:30 p.m.***

**Overview**

Technological advancements, exogenous disturbances and breakthroughs are quickly reconfiguring industry boundaries and landscapes, altering the traditional ways of acting, thinking and behaving. In the era of disruptive change and borderless economy, espousing an ecosystem mindset to adopt innovative business models that are not only sustainable but also have far-reaching positive spillover effects represents one of the most critical challenges facing leaders in today’s organizations. More than ever, decision makers across regions, sectors and areas of activity acknowledge that in times of uncertainty and volatility, it is people—with their ingenuity, skills and unique talents—who are vital for continuous progress and success. By appreciating the value of placing humanistic, ethical and responsible management principles at the heart of leadership requirements, several corporations were enabled to overcome extant challenges of change and innovation. Yet, many others continue to struggle and remain ill-equipped for navigating through the rapidly evolving realities of the business world. There is a pressing need to revisit current assumptions for conceptualizing new paradigms of leadership, deeply rooted in the ideas of meaningfulness, pluralism and inclusiveness, that would allow successfully leading into the future.

This virtual symposium of The Said T. Khoury Chair of Leadership Studies seeks to connect the world of academia with the broader business community and strengthen the practical relevance of academic research that relates to leadership. The concept of leadership is defined in its broadest sense, by recognizing that leadership is not confined to a single powerful individual, but can also be a property of a team, an organization and even an entire nation. The symposium provides a venue for scholars and practitioners to involve in fruitful discussions, collaborative reflections and cross-boundary work to bridge the pervasive gap between theory and practice. It features an influential keynote address on the topic of changing paradigms of leadership, four moderated panel discussions with a blended participation from the academic and business worlds, and roundtable reflections on the key takeaways from the symposium. Each panel is focused on addressing the most critical topics that transform the face of leadership in today’s world, while roundtables are centered on the identification of relevant research priorities for practitioners that form the basis of an impactful agenda for future inquiry in the field.

**Location**

This Leadership Symposium takes place online. Use the following link to access the event:

<https://eu.bbcollab.com/guest/3735946dbaa740248043de1b8e0bbcd9>

**Note:** The below Google meet link will be used **only** if we will experience problems with the above platform (created **exclusively** as a backup): <https://meet.google.com/uww-qnbd-haw>

## Registration

All scholars, practitioners and students across disciplines and fields with interest in leadership phenomena are encouraged to attend. *Participation is free of charge & pre-registration is not required.*

## Additional information

The detailed program of the event along with speakers' profiles is posted on the symposium website:

<https://www.aus.edu/conferences/reshaping-paradigms-leading-into-the-future>

For additional inquiries about the event, please contact us at

[leadership\\_symposium@aus.edu](mailto:leadership_symposium@aus.edu)

[vbodolica@aus.edu](mailto:vbodolica@aus.edu)

## Agenda

**8:00 a.m. – 8:30 a.m.**      **Registration (online access)**

**8:30 a.m. – 8:45 a.m.**      **Welcome Speeches**

- **Professor Kevin Mitchell**, Chancellor, American University of Sharjah
- **Dr. Juan Sanchez**, Provost and Chief Academic Officer, American University of Sharjah
- **Dr. Narjess Boubakri**, Dean, School of Business Administration and Bank of Sharjah Chair in Finance, American University of Sharjah
- **Dr. Virginia Bodolica**, The Said T. Khoury Chair of Leadership Studies and Professor of Management, School of Business Administration, American University of Sharjah

**8:45 a.m. – 9:15 a.m.**      **Guest of Honor Welcome**

- **Mr. Samer S. Khoury**, Guest of Honor, Executive Vice Chairman of Consolidated Contractors Company, Son of Said T. Khoury (co-founder of Consolidated Contractors Company)

### Keynote Address

*"A Glimpse into the Past to Delineate the Future: Building on the Legacy of Said T. Khoury"*

- **Dr. Salwa Khoury**, Keynote Speaker, Adjunct Associate Professor, American University in Dubai, Daughter of Said T. Khoury (co-founder of Consolidated Contractors Company)

**9:15 a.m. –  
9:45 a.m.**

**Inaugural Panel: Leading with Agility**

- **H.E. Mohamed Alabbar**, Inaugural Honorary Guest, Founder & Chairman, Alabbar Enterprises and Emaar Properties

**9:45 a.m. –  
10:30 a.m.**

**Panel Session 1: Leading with Agility**

*Topics discussed:* Change and innovation, agile thinking, artificial intelligence, technological advancement, boundaryless economy

*Moderator:*

- **Dr. Alessandro Lanteri**, Professor of Entrepreneurship, Hult International Business School, Dubai and London

*Panel members:*

- **Dr. Petra Turkama**, Director of Innovation, Abu Dhabi University and Director of the Center for Knowledge and Innovation Research, Aalto University
- **Dr. Mark Esposito**, Professor of Business and Economics, Hult International Business School and Arizona State University
- **Mr. Samir N. Khoury**, Area Managing Director UAE (Northern Emirates), Consolidated Contractors Company
- **Dr. Chuloh Jung**, Director of Ajman University Innovation Center and Associate Professor of Engineering, Ajman University
- **Ms. Huda Bhumaid**, Chief Marketing Officer, Dubai Holding

**10:30 a.m. –  
11:15 a.m.**

**Panel Session 2: Diversity in Leadership**

*Topics discussed:* Knowledge and experience diversity, generational specifics, closing the gender gap at the top, women in leadership

*Moderator:*

- **Dr. Sabrina Joseph**, Acting Provost and Chief Academic Officer, American University in Dubai

*Panel members:*

- **Mr. Daniel Adkins**, CEO of Transnational Academic Group Middle East
- **Dr. Maliha Hashmi**, Executive Director, Health and Wellbeing and Biotech, Deputy Chair, NEOM COVID-19 Task Force
- **Dr. Payyazhi Jayashree**, Dean, Faculty of Business, and Professor of Management, University of Wollongong in Dubai
- **Ms. Lucy Chow**, Executive Investment Committee, WBAF (World Business Angels Forum) Investment Fund and Co-Chair, Women in Business, Capital Club, Dubai
- **Dr. Rihab Khalifa**, Vice Dean and Professor of Accounting, College of Business and Economics, United Arab Emirates University



**11:15 a.m. – 11:30 a.m. Coffee break**

**11:30 a.m. – 12:15 p.m. Panel Session 3: Responsible Leadership**  
*Topics discussed:* Accountability, board of directors, corporate governance, ethics and social responsibility, community impact

*Moderator:*

- **Ms. Yasmine Omari**, Executive Director, Pearl Initiative

*Panel members:*

- **Ms. Lina Hourani**, Corporate Social Responsibility Division Director, Al Ahli Holding Group
- **Dr. Ashraf Gamal El Din**, Chief Executive Officer, Hawkamah Institute for Corporate Governance
- **Mr. Andrew Smith**, Managing Director, Accuro Consultancy, Ras Al Khaimah
- **Dr. Selina Neri**, Professor of Management and Corporate Governance, Hult International Business School
- **Dr. Waddah S. Ghanem Al Hashmi**, Senior Director – Sustainability, Operational and Business Excellence, ENOC

**12:15 p.m. – 1:00 p.m. Panel Session 4: Leadership Development**  
*Topics discussed:* Soft skills' development, cross-silo leadership, closing the skills gap, future leadership skills, talent management

*Moderator:*

- **Dr. John Rice**, Professor of Strategic Management, College of Business, Zayed University

*Panel members:*

- **Mr. Spencer Lodge**, Serial Entrepreneur Leadership Trainer, Business Expert and Author, Founder of Spencer Lodge
- **Dr. Manar Shami**, Manager of Training and Development, Consolidated Contractors Company
- **Dr. Peter J. Hatherley-Greene**, Director of Learning, Emarise
- **Mr. Jonathan Bygrave**, CEO of the Shipping Division, Kanoo Group
- **Mr. Sameer Nagarajan**, Life and Leadership Coach and Human Resources Consultant

**1:00 p.m. – 1:30 p.m. Lunch break**

### **Roundtable 3: Responsible Leadership**

#### Roundtable leader:

- **Dr. Ghulam Ali Arain**, Associate Professor of Leadership and Organizational Agility, College of Business and Economics, United Arab Emirates University

#### Roundtable facilitator:

- **Dr. Raavee Kadam**, Business Management Faculty, Eaton Business School, Westford Education Group
- **Dr. Irfan Saleem**, Assistant Professor of Corporate Governance and Leadership, Faculty of Business, Sohar University

#### Roundtable reporter:

- **Dr. Sreejith Balasubramanian**, Chair of Research and Senior Lecturer, School of Business, Middlesex University Dubai

### **Roundtable 4: Leadership Development**

#### Roundtable leader:

- **Dr. Abdul Karim Khan**, Associate Professor of Leadership and Organizational Agility, College of Business and Economics, United Arab Emirates University

#### Roundtable facilitator:

- **Dr. Abubakr Suliman**, Professor of Management, Faculty of Business & Law, The British University in Dubai
- **Dr. Alex Jones**, Assistant Professor, College of Business Administration, American University in the Emirates

#### Roundtable reporter:

- **Dr. Maria Opuencia**, Assistant Professor of Management, College of Business Administration, Ajman University
- **Ms. Louisa Selivanovskikh**, Visiting PhD Student at The Said T. Khoury Chair of Leadership Studies, Saint Petersburg State University

**3:00 p.m. –  
3:05 p.m.**

### **Concluding Remarks**

- **Dr. Virginia Bodolica**, The Said T. Khoury Chair of Leadership Studies and Professor, School of Business Administration, American University of Sharjah

**3:05 p.m. –  
3:30 p.m.**

### **Informal Networking**

- Forging university-industry partnerships, finding your future leadership research collaborators

MARCH 2, 2020

8:00 am -7:00 pm // Building 101



**WOMEN IN DATA SCIENCE**  
RIYADH@PSU

8:00-8:30 am	<b>Speed Networking &amp; Registrations Event Moderator- Ms. Tasneem Prue and Ms. Nora Crimly</b>
8:30-8:40 am	<b>Video broadcasting from Stanford and WiDS 2019</b>
8:40- 8:50 am	<b>Opening Remarks:</b> Dr. Ahmed Al Yamani, Rector Prince Sultan University(PSU)
8:50- 9:00 am	<b>Significance of WiDS @ PSU:</b> Dr. Heba Khoshaim, Assistant Professor Mathematics, OIC-Vice Rector Female campus, Executive Supervisor WiDS Riyadh Prince Sultan University.
9:00 –10:30 am	<b>Session 1 - Data Science in Healthcare and Law</b> <b>Session Chair : Dr. Paula Kenny, Associate Professor, College of Law</b>
9:00 – 9: 15 am	Dr. Tanzila Saba, WiDS Ambassador Riyadh Prince Sultan University <b>Topic: Data Science ,Artificial Intelligence and Machine Learning: From Ideas to Solutions</b>
9:15 -9:35 am	<b>Keynote 1</b> Dr. Maliha Hashmi, Executive Director, Health and Well-Being, Biotech, NEOM. <b>Topic: Re-designing the use of Data and the powerful role of women in creating a whole new ecosystem.</b>
9:35-9:50 am	Asma Shabab, Digital Business Strategy and Communications Consultant IBM iX. Fulbright Scholar. <b>Topic: Women in AI: Addressing Bias</b>
9:50-10:05 am	Dr. Sufana AlMashhadi, Director of Innovation Center –King Fahad Medical City, Research Affiliate MIT <b>Topic:The secret to a successful disruption of the current healthcare system</b>
10:05-10:20 am	Dr. Emna Chikhawi, Vice-Dean College of Law Prince Sultan University <b>Topic : Artificial Intelligence and Patent law: A future that could work</b>
10:20 – 10:30 am	<b>Coffee Break</b>
10: 30 -11:50 am	<b>Session 2 - Applications of Data Science in Education and Business</b> <b>Session Chair: Dr. Jolly Sahni, Associate Director MBA Program, College of Business Administration</b>
10:30-11:00 am	<b>Moderator: Dr. Wafa Al-Nasrullah, Vice-Dean College of Business, PSU</b> Dr. Maysa Qureshi, Dean Quality Assurance and Development, Prince Sultan University Manal Halawani, SAP General Manager for Health & Innovation EMEA South Buthayna Wehaibi, Service Delivery Manager, Cisco Sarah Al Qaseemi, Associate Data Scientist, Elm
11: 00 -11:20 am	<b>Keynote 2</b> Dr. Samar Shilbayeh, Director of Big Data and AI center, Abu Dhabi School of Management (ADSM), Ph.D. Machine Learning and Artificial Intelligence from University of Salford <b>Topic: Data science from problem solving perspective</b>
11:20 – 11:35 am	Dr. Samantha J. Horseman, Human Energy Management at Saudi Aramco <b>Topic: Human Machine Interface Innovations</b>
11:35-11:50 am	Hirem Pervaz, Manager Strategy & Analytics at Deloitte Middle East, United Arab Emirates <b>Topic: A Woman's career in Data Analytics</b>
11:50– 12:45 am	<b>Poster presentation, Prayer and Lunch</b>
12:45-2:20 pm	<b>Session 3 - Latest Trends in Humanities and Techniques in Data Science</b> <b>Session Chair: Dr. Dina El Dakhs, Associate Professor, Research Director and Leader Applied Linguistics Lab</b>
12:45-1:15pm	<b>Moderator: Dr. Orchida Fayez, Leader Research Group-Literary and Digital Studies in Humanities</b> Dr. Hind Al Otaibi – Dean of the College of Humanities, PSU Dr. Najwa Al Ghamdi, College of Computer and Information Sciences, King Saud University Prof. Hadeer Abouelnagah – College of Humanities Dr. Hala Ismail – College of Humanities, member Dr. Randa I. Aljohani, College of Computer Science



SAVE THE DATE





Middlesex  
University  
Dubai

FIFTH INTERNATIONAL CONFERENCE ON  
**EMERGING  
RESEARCH  
PARADIGMS  
IN BUSINESS AND  
SOCIAL SCIENCE  
(ERP BSS-2020)**

14 - 16 JANUARY 2020

# **CONFERENCE CHAIR**

**DR SREEJITH BALASUBRAMANIAN**

# **PROGRAMME COMMITTEE**

**PROF AJIT KARNIK**

**DR CODY PARIS**

**DR DAVID TULLY**

**DR FEHMIDA HUSSAIN**

**DR LYNDA HYLAND**

**RORY MCCONNON**

**DR SUPRIYA KAITHERI**

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MIDDLESEX UNIVERSITY DUBAI**

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**KEYNOTE ADDRESS**

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## 2020 – 2021

### The Post-graduate Teaching and Learning Certificate Modules

WEEK#	TOPIC	Time	Date	Presenters
	<b>1<sup>st</sup> Meeting</b>	<b>12-1</b>	<b>Nov 25<sup>th</sup></b>	
1	Teaching philosophy, Intro RAP	3:00– 7:00p.m.	Feb. 10	Dr. Alia
2	Action Research; Rap 2		Feb 14	Mr. Shabir/Dr. Hala
3	Curriculum Design		Feb 15	Dr. Hala
4	Reflection; Academic Integrity		Feb 18	Dr. Hadeer
<b>5</b>	<b>Diversity and Inclusion</b>		<b>Feb 22</b>	<b>Dr. Orchida</b>
5.1	Peer review		Feb 22	Dr. Hala
6	Teaching and Learning Strategies		Feb 24	Dr. Alia
7	Micro Teaching		Feb 28	Dr. Hala
8	Micro Teaching	TBA	March 3	All facilitators
9	Assessment	3-7	March 8	Dr. Alia
10	Assessment	3-7	March 10	Dr. Alia
11	Digital Tools and Technology	3-7	March 17	Dr. Orchida
12	Action Research Conference	TBA	Abstract: March 20 Conference: March 24	All facilitators
13	Final Submissions		March 31	

### VII. Schedule of Assessment

#	Assessment Task	Week Due	Proportion of Final Assessment
1.	Reflective Account–Rap draft(one area)	Feb 22	(All)
2.	Teaching philosophy	Feb 25	5% (Dr. Alia)
3.	Microteaching	March 3	10% (Everyone)
4.	Peer Review Assignment	March 31	5% (Dr. Hala)
5.	Course Specification Critique	March 31	5% (Dr. Hala)
6.	Assessment Assignment	March 10	15% (Dr. Alia)
7.	Digital Tools Assignment	March 17	15% (Dr. Orchida)
8.	Action Research Project/Conference	March 20/March 24	Project 10% Presentation 10% (All)
9.	Final Rap with Evidence	March 31	25% (All)
	<b>TOTAL</b>		<b>100%</b>

General Studies Department  
Health and Physical Education Department

Metric 17. 1. Proportion of all the SGD research with international co-authorship.

**1. Publications:**

Dr. Peter Sagat	<ol style="list-style-type: none"> <li>1. Relationship between BMI and physical fitness in college-age males: a cross-sectional study <a href="https://www.ajol.info/index.php/sajrs/article/view/205786">https://www.ajol.info/index.php/sajrs/article/view/205786</a></li> <li>2. Impact of COVID-19Quarantine on Low Back Pain Intensity, Prevalence, and Associated Risk Factors among Adult Citizens Residing in Riyadh (Saudi Arabia): A Cross-Sectional Study <a href="https://www.mdpi.com/1660-4601/17/19/7302">https://www.mdpi.com/1660-4601/17/19/7302</a></li> <li>3. The use of Water and Other Liquids of Different Chemical Composition for Hydration in Movement Activities <a href="https://revistadechimie.ro/Articles.asp?ID=8297">https://revistadechimie.ro/Articles.asp?ID=8297</a></li> <li>4. Análisis de la veracidad de determinadas creencias asociadas habitualmente al entrenamiento de fuerza. Una revisión narrativa (Analysis of the veracity of certain beliefs frequently associated to resistance training. A narrative review) <a href="https://recyt.fecyt.es/index.php/retos/article/view/69739">https://recyt.fecyt.es/index.php/retos/article/view/69739</a></li> <li>5. EFFECT OF KINESIOTAPE ON STANDING LONG JUMP IN UNIVERSITY STUDENTS <a href="http://webbut.unitbv.ro/Bulletin/Series%20IX/2020/BULETIN%20I/17_Bark.pdf">http://webbut.unitbv.ro/Bulletin/Series%20IX/2020/BULETIN%20I/17_Bark.pdf</a></li> <li>6. SOMATOTYPE PROFILES OF SLOVAK AND SAUDI ARABIAN MALE SOCCER PLAYERS ACCORDING TO PLAYING POSITIONS <a href="https://hrcak.srce.hr/index.php?show=clanak&amp;id_clanak_jezik=346364">https://hrcak.srce.hr/index.php?show=clanak&amp;id_clanak_jezik=346364</a></li> <li>7. Establishing sex- and age-specific percentile curves for some aspects of physical fitness in adolescents from the City of Zagreb <a href="https://www.paedcro.com/en/1971-establishing-sex-and-age-specific-percentile-curves-for-some-aspects-of-physical-fitness-in-adolescents-from-the-city-of-zagreb">https://www.paedcro.com/en/1971-establishing-sex-and-age-specific-percentile-curves-for-some-aspects-of-physical-fitness-in-adolescents-from-the-city-of-zagreb</a></li> <li>8. Axiological aspect in the context of teaching philosophy <a href="http://www.xlinguae.eu/2019_12_03_16.html">http://www.xlinguae.eu/2019_12_03_16.html</a></li> </ol>
Dr. Ben Brahim Mehdi Dr. Raghad Tarnwneh Dr. Mohammed Eloumi	<ol style="list-style-type: none"> <li>1. Effects of Combined Strength and Resisted Sprint on Physical Performance in U-19 Elite Soccer Players Journal On Strength and Conditioning Research, October, 2020</li> <li>2. Six Minute Walk Distance Equation on Children and Adolescents with Obesity Acta Paediatrica, April, 2020</li> </ol>

Dr. Oluwatoyin Toriola	<ol style="list-style-type: none"> <li>1. Influence of achievement goals and motivational climate on attitude toward doping among East African University athletes. African Journal for Physical Activity and Health Sciences (AJPHEs) Dec. 2019 vol.25 number 4. <a href="http://www.ajol.info">http://www.ajol.info</a></li> <li>2. Body image, weight discrepancy and body mass index among university students in Riyadh, Saudi Arabia. African Journal for Physical Activity and Health Sciences (AJPHEs) Dec. 2020 vol. 26 (4) pp. 438-447 <a href="https://doi.org/10.1186/1479-5876-12-42">https://doi.org/10.1186/1479-5876-12-42</a></li> </ol>
Dr. Marshal C. Defensor	<ol style="list-style-type: none"> <li>1. A Retrospective Evaluation of Interscholastic Athletic Program of a State University in the Philippines Psychology in Education Journal, Mar 20, 2021 <a href="http://psychologyandeducation.net/pae/index.php/pae/article/view/4917?fbclid=IwAR1S_28n7Om4p5uxn8YozWfObiMnpQaXm3APHU0vCFzyfCDLWYCLbfAE6sc">http://psychologyandeducation.net/pae/index.php/pae/article/view/4917?fbclid=IwAR1S_28n7Om4p5uxn8YozWfObiMnpQaXm3APHU0vCFzyfCDLWYCLbfAE6sc</a></li> </ol>

## 2. Action Research:

Higher Education Teaching and Learning Certificate Program  
Action Research Conference  
Saturday 18/9/2021

AGENDA (2019-2020)				
Opening Speech + video			09:00 - 09:10	
Participants Presentations				
#	Name	Collage	Topic	Time
1	Dr. Anees Ara	CCIS	Enhancing Students' Understanding in Securing Critical Infrastructures using Simulations and Test-bed Experiments.	09:10 - 09:20
2	Dr. Eman Sabri	ARCH	Highlighting the Pre-design Bridging phase in teaching architectural graduation project.	09:20 - 09:30
3	Dr. Shaista Rashid	CH	Undergraduate students' use of additional learning resources	09:30 - 09:40
4	Ms. Ruby Defensor	HPE	Enhancement of Health and Physical Education Program: Basis for the Unification of Physical Education Course at Prince Sultan University	09:40 – 09:50
5	Ms. Somayya Bibi	DES	The Effectiveness of Activating the Schemata for ESL Reading Activities.	09:50 – 10:00

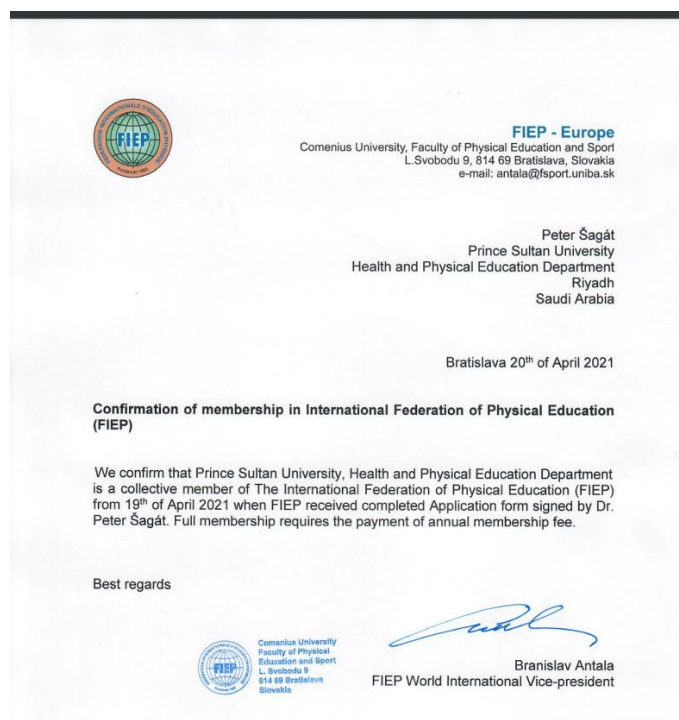
Questions & Answers





## Metric 17. 2. Relationships with NGOs, Regional & National Government

The Health and Physical Education Department became a member of the International Federation of Physical Education starting April, 2021.



## Metric 17. 3. Publish outputs across all SDGs

SDG 4 (Metric 4.3): Lifelong learning opportunities provided.

### Organized by the Department:

----- Forwarded message -----

From: **info Announcement** <[info@psu.edu.sa](mailto:info@psu.edu.sa)>  
Date: Wed, Feb 24, 2021 at 8:27 AM  
Subject: ONLINE ADVISORY CLINICS  
To: <[faculty@psu.edu.sa](mailto:faculty@psu.edu.sa)>, <[employees@psu.edu.sa](mailto:employees@psu.edu.sa)>  
Cc: Dr.Peter Sagat <[sagat@psu.edu.sa](mailto:sagat@psu.edu.sa)>

As a part of Community Services activities, HPE Department offers to the Community and Public the following ONLINE ADVISORY CLINICS.

Online Psychological Advisory Clinic - Dr. Peter Sagat	WE 3-4 pm	<a href="mailto:sagat@psu.edu.sa">sagat@psu.edu.sa</a>
Online Physiotherapy Clinic - Mr. Peter Bartik	SU 3-4 pm	<a href="mailto:pbartik@psu.edu.sa">pbartik@psu.edu.sa</a>
Online Nutrition and Fitness Clinic - Mr. Pablo González	SU 4-5 pm	<a href="mailto:pprieto@psu.edu.sa">pprieto@psu.edu.sa</a>
Online Pedagogical Advisory Center - Mr. Marshal Defensor	WE 3-4 pm	<a href="mailto:mdefensor@psu.edu.sa">mdefensor@psu.edu.sa</a>

If you wish to have any consultation (free for the whole Community and Public), kindly send an email to book an appointment with the respective faculty member.

### Metric 17. 3. *Education for SDGs*

- **HPE Courses that promote a commitment to meaningful education around the SDGs across university:**

1. **HPE 101: Health and Physical Education 1**

**Course Description:** The course is divided into two chapters; Health and wellness & First Aid. The first chapter is a combination of health and wellness in relation with diseases, also the types of exercises needed for each body system as prevention from diseases. First aid chapter makes the students aware how to save lives and prevent any other complications. The objective of this course is to help the students to be aware of how to stay healthy and apply it to their practical life.

**Course Specification Link:** <https://docs.google.com/document/d/1nDsZljYvvr0Sy-0Z0aJvDCtS2fcg-gl7/edit>

2. **HPE 102: Health and Physical Education 2**

**Course Description:** The course is divided into two chapters; Nutrition & Women's health. Nutrition chapter teaches the basic principles of human nutrition and food with particular emphasis on practical demonstrations about how to plan a healthy diet. Women health chapters are going to empower students to take responsibility for their own health as women living in the 21st century. The objective is to widen the awareness of the students in different issues concerning women's health such as eating disorders, nutrition in adolescence, obesity, Premenstrual Syndrome, pregnancy and lactation and common diseases for women.

**Course Specification Link:**

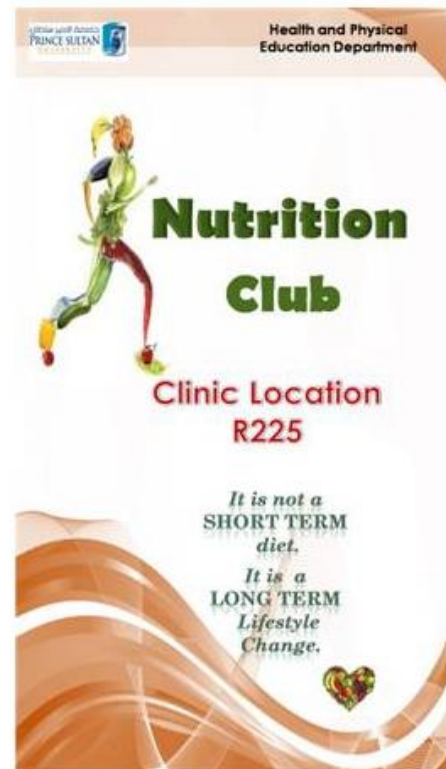
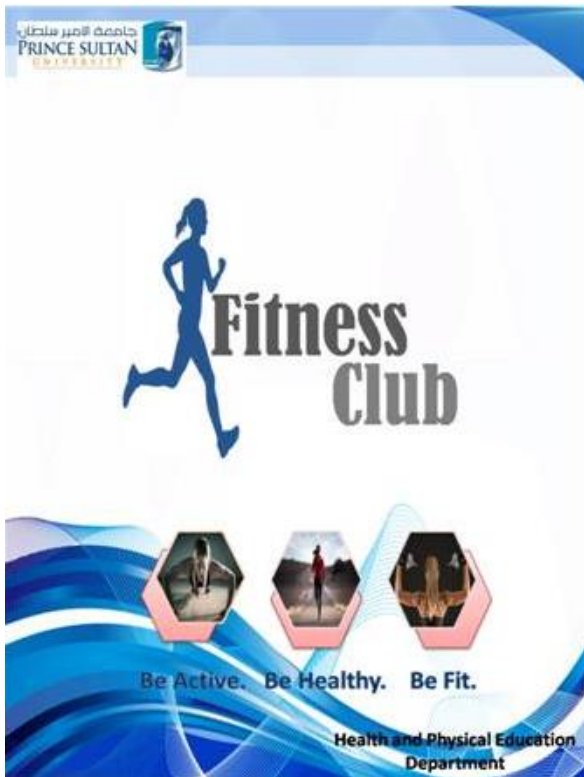
[https://docs.google.com/document/d/16lqKvHGbmTBXkRWNZVArz\\_VqzbNmo9p5/edit](https://docs.google.com/document/d/16lqKvHGbmTBXkRWNZVArz_VqzbNmo9p5/edit)

- **Extracurricular Activities:**

The Health and Physical Education Department is consistently organizing student clubs and conducting extracurricular activities for more than 10 years.

Student's Club:

1. Sports:
  - a. Basketball Club
  - b. Volleyball Club
  - c. Badminton Club
  - d. Soccer Club
  - e. Nutrition Club
  - f. Fitness Club
  - g. Handball Club

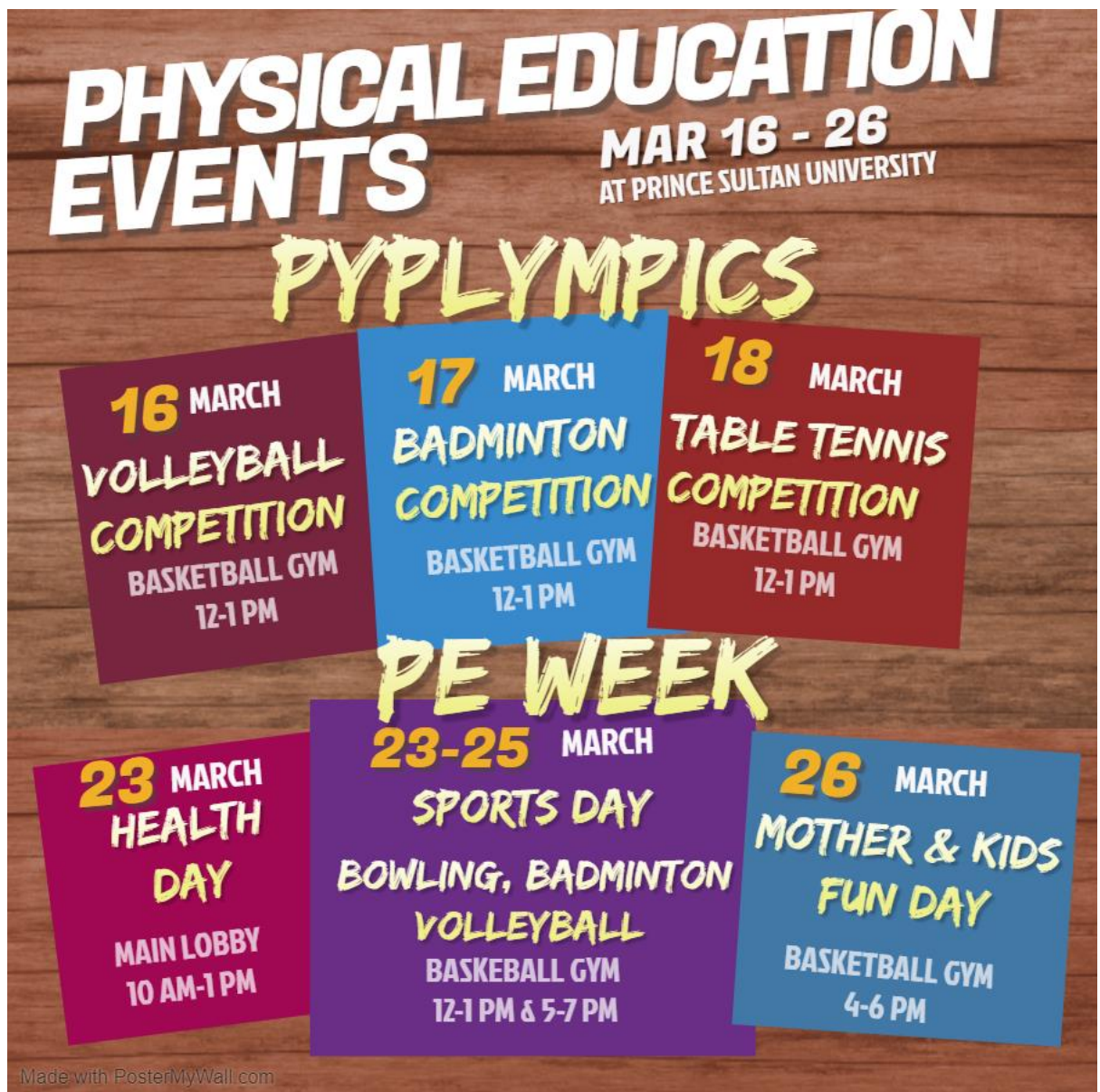


### Extracurricular Activities Organized Events:

Sports Tournaments are being organized annually. However, during the last quarter of AY- 2019-2020 up to AY 2020-2021, all sports tournaments and PE Events that the department organized were halted due to the COVID-19 pandemic.

The department is currently planning to continue organizing sports tournaments for students and other universities in order to continuously develop and enhance students' sports learning skills.

1. Sports Intramurals
2. Interscholastic Sports Tournament
3. PE Week





**Prince Sultan University**  
*Women's Campus*  
**Health and Physical Education Department**

*invites you to watch and support*

**4TH WOMEN'S BASKETBALL  
TOURNAMENT**

*"Train Believe, Achieve"*

*with*

**PSU Falcons  
KSU Capital  
PNU Titanium  
AOU Wolves**

**March 5, 8, 12 and 15, 2020  
Sports Building, PSU Women's Campus  
5:00-7:00 pm**

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