

**People's Democratic Republic of  
Algeria**

**Ministry of Higher Education and  
Scientific Research**

**COMPATIBILITY**

**MASTER'S PROGRAM OFFER**

**ACADEMIC**

DEPARTMENT	FACULTY/INSTITUTE	INSTITUTION
ARABIC LANGUAGE AND LITERATURE	LITERATURE AND LANGUAGES	MOHAMED SEDDIK BEN YAHIA UNIVERSITY - JIJEL -

**Field: Arabic Language and Literature**

**Subject: Linguistic Studies**

**Specialization: Discourse Linguistics**

**Academic Year: 2016/2017**

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### **II- Six-Year Education Organization Card**

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**III- Detailed Program for Each Subject**

**IV- Contracts/Agreements**

**-1Determine the training location:**

- College or Institute: Faculty of Arts and Languages**
- Department: Arabic Language and Literature**

**-2Participants in the training: (\*)**

**-Institutions and other socio-economic partners:**

**Educational institutions (Ministry of National Education(**  
**Press**

**-Foreign international partners:**

•**Include training agreements in the appendices.**

**-3Training Framework and Objectives:**

**A- Admission Requirements (Determining the Typical Bachelor's Degree Specializations that Enroll in the Master's Degree Program(**

- ☐ **Completion of all credits in the Bachelor's Degree**
- ☐ **The student must not appear before the disciplinary board**
- ☐ **The student's overall GPA during the Bachelor's Degree must not be less than 10.00**
- ☐ **The student must express a strong desire to enroll in the Master's Degree by completing the expressed desire form**
- ☐ **Reception Capabilities:**
- ☐ **Written Application**
- ☐ **Birth Certificate**
- ☐ **A certified copy of the Baccalaureate Certificate**
- ☐ **A certified copy of the Bachelor's Degree Certificate or equivalent**
- ☐ **Descriptive Appendix**
- ☐ **Examination of the file by the designated Higher Scientific Authority through:**

**Evaluation**

**Compensation**

**Progression**

- ☐ **A student holding a private Bachelor's Degree from the old system is allowed**

**- B- Training Objectives (Target Competencies, Knowledge Acquired at the End of Training, 20 Lines Maximum(**

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- **This project seeks to examine the current state of the discipline of discourse linguistics and the reality of its teaching at national and Arab universities. We highlight the importance of discourse linguistics and establish an educational reference for its most important scientific subjects and concepts. This is for educational purposes, in addition to the severity of the acute crisis of conceptual and terminological confusion. Given the growing demand for imported consumer goods from the Western world, whether in the form of manufactured goods labeled with foreign names or in the form of concepts laden with various connotations and backgrounds, there is an urgent need to establish an Arabic discourse linguistics capable of meeting these challenges. This aims, among other things, to carefully comprehend the contents and purposes of the concepts generated, as well as the specificities of their origin and contexts of their use. This is intended to:**
- **Empower student researchers to understand scientific terminology and its applications in the fields of discourse linguistics. Leveraging Western theories in the fields of linguistics and discourse analysis**
- **Being able to use these theories and their associated methodological frameworks to analyze various discourses in literature, culture, journalism, traditional religious texts, etc.**

**- C- Targeted Qualifications and Competencies (Regarding Professional Integration – Maximum 20 lines(**

- **Despite the recommendations of numerous Arab terminological seminars and conferences, the teaching of "discourse linguistics" has not yet begun on a regular and formal basis, as mandated by ministries of higher education. This specialization is often taught within the context of a general course in linguistics or linguistics.**
- **In this context, we found that the profession of a discourse analyst is not clearly defined in most Arab universities and institutions. Furthermore, the programs of Arab ministries of higher education lack a clear vision for training in this field and for training them in discourse analysis. However, it is important to note the utmost**

**importance of this specialization, which combines two fundamental components of human societies: discourse, which refers to the various forms of linguistic communication—texts, opinions, sayings, conversations, linguistic arts, and everyday linguistic production—in addition to the methodological power linguistics possesses in analyzing these forms of expression. Therefore, one of the most important goals of this specialization is the in-depth analysis of society and its understanding on several levels: social, educational, and linguistic. Accordingly, a holder of this specialization can fill several possible positions, including: cultural advisor, pedagogical advisor, education advisor, journalist, theater, cinema, etc.**

- **D- Regional and national capacities capable of employing university graduates**
- **-The education sector.**
- **-The tourism sector.**
- **-The culture and diverse activities sector.**
- **-The human development sector**
- **-Media and press institutions of all kinds**
- **-Scientific bodies, national and international complexes**
- **-Opening up job positions in national scientific research laboratories, which can establish economic partnerships with various public and private sectors.**
- **Envoyer des commentaires**
- **Panneaux latéraux**
- **Historique**
- **Enregistrées**

#### **E - Bridges to other disciplines:**

- o Literature**
- o Criticism**
- o Translation Studies**
- o Applied Linguistics**
- o Automated Processing of Arabic**
- o Journalism**
- o Education**

#### **F - Training Monitoring Indicators:**

**G - Supervisory Capacities: (Given the number of students that can be  
(accommodated**

## 1- First semester:

Evaluation type		Balances	Laboratories	Weekly hourly volume				Hexagonal hourly volume	Education Unit
exam	continuous			Other works	Practical work	Directed works	a lecture	weeks 16-14	
									<b>Core Learning Units</b>
		<b>09</b>							<b>CLU 01</b>
<b>×</b>	<b>×</b>	<b>05</b>	<b>03</b>	<b>3:00</b>		<b>1:30</b>	<b>1:30</b>	<b>48</b>	<b>Article 1: Introduction to Discourse Analysis</b>
<b>×</b>	<b>×</b>	<b>04</b>	<b>02</b>	<b>1:30</b>		<b>1:30</b>	<b>1:30</b>	<b>48</b>	<b>Article 2: Bibliography of Western Discourse Analysis</b>
		<b>09</b>							<b>CLU 02</b>
<b>×</b>	<b>×</b>	<b>05</b>	<b>03</b>	<b>3:00</b>		<b>1:30</b>	<b>1:30</b>	<b>48</b>	<b>Article 1: Traditional Linguistics</b>
<b>×</b>	<b>×</b>	<b>04</b>	<b>02</b>	<b>1:30</b>		<b>1:30</b>	<b>1:30</b>	<b>48</b>	<b>Article 2: Stylistics</b>
									<b>Curricular Learning Units</b>
		<b>09</b>							<b>CLU</b>
<b>×</b>	<b>×</b>	<b>03</b>	<b>02</b>	<b>1:30</b>		<b>1:30</b>	<b>1:30</b>	<b>48</b>	<b>Article 1: Scientific Research Methods</b>
<b>×</b>	<b>×</b>	<b>03</b>	<b>02</b>	<b>1:30</b>		<b>1:30</b>	<b>1:30</b>	<b>48</b>	<b>Article 2: Formalism and Discourse Analysis</b>
<b>×</b>	<b>×</b>	<b>03</b>	<b>02</b>	<b>1:30</b>		<b>1:30</b>		<b>24</b>	<b>Article 3: Modern and Contemporary Semantic Theories</b>
									<b>Exploratory Learning Units</b>
		<b>02</b>							<b>ELU</b>
<b>×</b>	<b>×</b>	<b>01</b>	<b>01</b>	<b>1:30</b>		<b>1:30</b>		<b>24</b>	<b>Article 1: Analysis of Poetic Discourse 1</b>
<b>×</b>	<b>×</b>	<b>01</b>	<b>01</b>	<b>1:30</b>		<b>1:30</b>		<b>24</b>	<b>Article 2: Analysis of Narrative Discourse 1</b>
									<b>Horizontal Learning Unit</b>
		<b>01</b>							<b>HLU</b>
<b>×</b>	<b>×</b>	<b>01</b>	<b>01</b>	<b>1:30</b>		<b>1:30</b>		<b>24</b>	<b>Article 1: Foreign Language</b>
		<b>30</b>	<b>19</b>	<b>18:00</b>		<b>15:00</b>	<b>09:00</b>	<b>384</b>	<b>semester Total 01</b>



## 2- The second semester:

Evaluation type		Balances	Laboratories	Weekly hourly volume				Hexagonal hourly volume	Education Unit
exam	continuous			Other works	Practical work	Directed works	a lecture	weeks 16-14	
									<b>Core Learning Units</b>
		<b>09</b>							<b>CLU 01</b>
<b>×</b>	<b>×</b>	<b>05</b>	<b>03</b>	<b>3:00</b>		<b>1:30</b>	<b>1:30</b>	<b>48</b>	<b>Article 1: Introduction to Discourse Analysis</b>
<b>×</b>	<b>×</b>	<b>04</b>	<b>02</b>	<b>1:30</b>		<b>1:30</b>	<b>1:30</b>	<b>48</b>	<b>Article 2: Bibliography of Western Discourse Analysis</b>
		<b>09</b>							<b>CLU 02</b>
<b>×</b>	<b>×</b>	<b>05</b>	<b>03</b>	<b>3:00</b>		<b>1:30</b>	<b>1:30</b>	<b>48</b>	<b>Article 1: Modern Linguistics</b>
<b>×</b>	<b>×</b>	<b>04</b>	<b>02</b>	<b>1:30</b>		<b>1:30</b>	<b>1:30</b>	<b>48</b>	<b>Article 2: Text Linguistics</b>
									<b>Curricular Learning Units</b>
		<b>09</b>							<b>CLU</b>
<b>×</b>	<b>×</b>	<b>03</b>	<b>02</b>	<b>1:30</b>		<b>1:30</b>	<b>1:30</b>	<b>48</b>	<b>Article 1: Methodology for Preparing University Theses</b>
<b>×</b>	<b>×</b>	<b>03</b>	<b>02</b>	<b>1:30</b>		<b>1:30</b>	<b>1:30</b>	<b>48</b>	<b>Article 2: Semiotics</b>
<b>×</b>	<b>×</b>	<b>03</b>	<b>02</b>	<b>1:30</b>		<b>1:30</b>		<b>24</b>	<b>Article 3: Discourse Analysis Methods in the Humanities and Social Sciences</b>
									<b>Exploratory Learning Units</b>
		<b>02</b>							<b>ELU</b>
<b>×</b>	<b>×</b>	<b>01</b>	<b>01</b>	<b>1:30</b>		<b>1:30</b>		<b>24</b>	<b>Article 1: Poetic Discourse Analysis 2</b>
<b>×</b>	<b>×</b>	<b>01</b>	<b>01</b>	<b>1:30</b>		<b>1:30</b>		<b>24</b>	<b>Article 2: Narrative Discourse Analysis 2</b>
									<b>Horizontal Learning Unit</b>
		<b>01</b>							<b>HLU</b>
	<b>×</b>	<b>01</b>	<b>01</b>	<b>1:30</b>	<b>1:30</b>			<b>24</b>	<b>Article 1: Automated Communication</b>
		<b>30</b>	<b>19</b>	<b>18:00</b>	<b>1:30</b>	<b>13:30</b>	<b>09:00</b>	<b>384</b>	<b>semester Total 02</b>