

**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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- 5Comprehensive Training Summary**

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**

3- The third sixth:

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	
									Core Learning Units
		09							CLU 01
×	×	05	03	3:00		1:30	1:30	48	Article 1: Ideology and discourse strategies
×	×	04	02	1:30		1:30	1:30	48	Article 2: Bibliography Analysis of Arab discourse
		09							CLU 02
×	×	05	03	3:00		1:30	1:30	48	Article 1: Contemporary linguistics
×	×	04	02	1:30		1:30	1:30	48	Article 2: Reading and Receiving Theories
									Curricular Learning Units
		09							CLU
×	×	03	02	1:30		1:30	1:30	48	Article 1: Communication skills
×	×	03	02	1:30		1:30	1:30	48	Article 2: The deconstructive approach
×	×	03	02	1:30		1:30		24	Article 3: Educational discourse
									Exploratory Learning Units
		02							ELU
×	×	01	01	1:30		1:30		24	Article 1: Trading
×	×	01	01	1:30		1:30		24	Article 2: Analysis of advertising discourse
									Horizontal Learning Unit
		01							HLU
×		01	01	1:30			1:30	24	Article 1: Professional ethics
		30	19	18:00		13:30	10:30	384	semester Total 03

4- The fourth hexagon:

The field: Arabic language and literature

Branch: Linguistic Studies

Specialization: Discourse Linguistics

Ling in an institution crowned with a memorandum discussed

Assets	Laboratory	Size weekly courier	
20	12	14	Personal action (Graduation note)
10	07	10	Locating in the institution
			Gatherings
			Other (specific) works
30	19	24	Half total 4

5- A comprehensive collection of training: (Please mention the total courier size, distributed between lectures and applications, for the four seminals for the various education units according to the following table:

the total	Horizontal	Exploration	methodology	Essential	WT / HS
456	24	/	144	288	a lecture
676	28	144	216	288	Directed
24	24	/	/	/	Applied works
864	72	144	216	432	Personal work
384	/	/	/	384	Another work (note+forum)
2404	126	288	644	1078	the total
120	03	06	37	74	Assets
%100	%02.5	%05	%30.84	%61.66	% Of the balances of each education unit

(*) See: The Fourth semester