

## **English syllabus contents**

## **LI (S1+S2)**

**Semester: 01**

**Teaching Unit: Fundamental**

**Module: Comprehension and written expression**

**Credits: 04**

**Coefficient: 02**

### **Course Objectives**

- Approach comprehension and written expression in the language of study, so that the student will be able to produce a coherent text.
- Allow the student to develop his textual, meta-textual and linguistic knowledge by reading all types of texts to produce them subsequently.
- Install / develop reading and writing skills (and strategies).
- Know how to identify the literal and inferential meaning.

### **Prerequisite**

-To learn all the skills necessary for written expression, a highly structured, explicit, systematic teaching approach is needed with many opportunities for students to practise and apply learned skills.

### **Subject Contents**

- Parts of speech (introduction)
- From word to sentence
- Sentence problems
  - Unparalleled Structures

- Wordiness
- Choppy Sentences
- Stringy Sentences
- Run-ons (Fused Sentences) and Comma Splices
- Sentence Fragments
- Faulty Coordination/Subordination
- From sentence to paragraph
- Types of Sentences
- According to Function (Declarative, Interrogative, Exclamatory and Imperative)
- According to Form (Simple, Complex, Compound, and Compound-Complex)

### **Assessment**

50% - 50% (Written exams and continuous Assessment)

### **Sources and references**

<http://writingguide.geneseo.edu/?pg=topics/formalinformal.html>

- 1- <http://grammar.ccc.commnet.edu/grammar/>
- 2- <http://www.powa.org/>
- 3- <http://owl.english.purdue.edu/owl/>
- 4- Malcolm Mann, Steve Taylore-Knowles Writing: Student's Book; Macmillan ELT 2003
- 5- Wendy Sahanaya, Jeremy Lindeck, Richard Stewart IELTS Preparation and Practice Reading and Writing: Academic Module; Publisher: Oxford University Press 2004

### **Semester: 02**

### **Teaching Unit: Fundamental**

### **Module: Comprehension and written expression**

**Credits: 04**

**Coefficient: 02**

### **Course Objectives**

- Approach comprehension and written expression in the language of study, so that the student will be able to produce a coherent text.
- Install / develop reading and writing skills (and strategies).

Students will be able to start the process of writing based on planning and outlining, drafting, revising and editing and writing a final copy in a clearly structured, logical sequence.

### **Prerequisite**

-Students must be taught to identify features and structures of texts when reading and work towards transferring their spoken language into written work.

### **Subject Contents**

- Paragraph organization
  - topic,
  - supportive
  - concluding sentences
- Mechanics of writing
  - Capitalization
  - punctuation,...etc)
- Types of paragraphs
  - Descriptive
  - Narrative
  - Descriptive narration
  - Expositive (examples developed by: division, definition, cause, effect , comparison and contrast
- Basic essay structure
  - introduction
  - body -development
  - conclusion

### **Assessment**

50% - 50% (Written exams and continuous Assessment)

### **Sources and references**

- 1- <http://writingguide.geneseo.edu/?pg=topics/formalinformal.html>
- 2- <http://grammar.ccc.commnet.edu/grammar/>
- 3- <http://www.powa.org/>
- 4- <http://owl.english.purdue.edu/owl/>
- 6- Malcolm Mann, Steve Taylore-Knowles Writing: Student's Book; Macmillan ELT 2003
- 7- Wendy Sahanaya, Jeremy Lindeck, Richard Stewart IELTS Preparation and Practice Reading and Writing: Academic Module; Publisher: Oxford University Press 2004

**Semester: 01**

**Teaching Unit: Fundamental**

**Module: Comprehension and oral expression**

**Credits: 04**

**Coefficient: 02**

### **Course Objectives**

- Improve students' speech skills in communicative English
- Train students to recognise sounds in English speech
- Enable students to speak English in various real-life situations and understand spoken English on TV and in other situations.

### **Prerequisite**

Students should be aware of sound distinctions and their importance in speech comprehension and production, and of degrees of formality and registers.

### **Subject Contents**

#### **Listening Comprehension**

- Listening to identify main ideas and important details of spoken texts (dialogue, monologue, conversation, etc.)
- Listening to understand the speaker's purpose and attitude
- Listening for intonation
- Listening for making predictions, inferences and generalizations
- Listening for appropriate uses of collocations and idiomatic expressions
- Listening for topics
- Listening for personal opinions
- Listening for summarizing and paraphrasing

#### **Oral Expression**

- Introducing yourself and others
- Discussing reasons for choosing English as an option
- Expressing ideas and opinions clearly
- Using proper forms of language to perform social functions in various contexts
- Formal discussions (Meetings, job interview, etc.)
- Describing and comparing people, places, things and habits

## **Assessment**

50% - 50% (Written exams and continuous Assessment)

## **Sources and references**

- Fragiadakis.H.K. (2007). All Clear 2- Listening and Speaking with collocations. Thomson Heinle: USA.
- Hanreddy. J and Whally.E. (2007). Mosaic 1- Listening/ Speaking. Silver Edition. McGraw- Hill: Singapore.
- Brooks. M. (2011). Q: Skills for Success- Listening and Speaking. Oxford University Press.

## **Semester: 02**

### **Teaching Unit: Fundamental**

#### **Module: Comprehension and oral expression**

**Credits: 04**

**Coefficient: 02**

### **Course Objectives**

- Improve students' speech skills in communicative English
- Train students to recognise sounds in English speech
- Enable students to speak English in various real-life situations and understand spoken English on TV and in other situations.

### **Prerequisite**

Students should be aware of sound distinctions and their importance in speech comprehension and production, and of degrees of formality and registers.

### **Subject Contents**

#### **Listening Comprehension**

- Listening to identify main ideas and important details of spoken texts (dialogue, monologue, conversation, etc.)
- Listening to understand the speaker's purpose and attitude
- Listening for intonation
- Listening for making predictions, inferences and generalizations

- Listening for appropriate uses of collocations and idiomatic expressions
- Listening for topics
- Listening for personal opinions
- Listening for summarizing and paraphrasing

### **Oral Expression**

- Talking about food, meals, restaurants, invitations and eating habits
- Telling someone else's life story
- Talking about studies and occupations
- Giving advice and instructions
- Taking part in a conversation
- Role playing

### **Assessment**

50% - 50% (Written exams and continuous Assessment)

### **Sources and references**

- Fragiadakis.H.K. (2007). All Clear 2- Listening and Speaking with collocations. Thomson Heinle: USA.
- Hanreddy. J and Whally.E. (2007). Mosaic 1- Listening/ Speaking. Silver Edition. McGraw- Hill: Singapore.
- Brooks. M. (2011). Q: Skills for Success- Listening and Speaking. Oxford University Press.

### **Semester: 01**

### **Teaching Unit: Fundamental**

### **Module: Grammar**

### **Credits: 04**

### **Coefficient: 02**

### **Course Objective**

- Improve students' knowledge of language structure

### **Subject Contents**

- The sentence, the clause, the phrase: basic definitions
- Types of speech: basic definitions
- Nouns and pronouns
- Adjectives and adverbs

- **Quantifiers and prepositions**

**NB.** *Subject Contents can be adapted according to students language needs*

## **Assessment**

50% - 50% (Written exams and continuous Assessment)

## **Sources and references**

- Alexander, L.G. (1990). Longman English Grammar Practice for intermediate students. Self-study edition with key. Addison Wesley Longman Limited. Longman.
- Kolln, M.J., Gray, L.S. (2013). Rhetorical Grammar: Grammatical Choices, Rhetorical Effects. Pearson
- Murphy, R. (2004). English Grammar in Use. A self-study reference and practice book for intermediate students of English: with key. Third Edition. Cambridge University Press.
- Nettle, M., Hopkins, D. (2003). Developing Grammar in Context. Grammar reference and practice: Intermediate with Answers. Cambridge University Press.
- Rozakis, L. (2003). English Grammar for the Utterly Confused. The McGraw-Hill Companies.
- Sprachenzentrum. Eingangskurs. Grammar Exercises. Bayreuth University. [https://www.academia.edu/33388867/A1\\_Eingangskurs\\_Grammar\\_Exercises](https://www.academia.edu/33388867/A1_Eingangskurs_Grammar_Exercises) (2016)
- Vince, M. (2008). Macmillan English Grammar in Context: Advanced with keys. Design and Illustration Macmillan Publishers Limited. Oxford.
- Walker, E., Elsworth, S. (2004). New Grammar Practice for Pre-intermediate Students: with key. Pearson Education Limited 2000. Longman.

**Semester: 02**

**Teaching Unit: Fundamental**

**Module: Grammar**

**Credits: 04**

**Coefficient: 02**

## **Course Objective**

- Improve students' knowledge of language structure



## Subject Contents

- Verbs and auxiliaries
- Tenses: simple, continuous and perfect
- Modals
- Phrasal verbs
- Special verbs : get, do, make

**NB.** Subject Contents can be adapted according to students language needs

## Assessment

50% - 50% (Written exams and continuous Assessment)

## Sources and references

- Alexander, L.G. (1990). Longman English Grammar Practice for intermediate students. Self-study edition with key. Addison Wesley Longman Limited. Longman.
- Kolln,M.J., Gray, L.S. (2013). Rhetorical Grammar: Grammatical Choices, Rhetorical Effects. Pearson
- Murphy, R. (2004). English Grammar in Use. A self-study reference and practice book for intermediate students of English: with key. Third Edition. Cambridge University Press.
- Nettle, M.,Hopkins.D. (2003). Developing Grammar in Context. Grammar reference and practice: Intermediate with Answers. Cambridge University Press.
- Rozakis, L. (2003). English Grammar for the Utterly Confused. The McGraw-Hill Companies.
- Sprachenzenrtum. Eingangskurs. Grammar Exercises. Bayreuth University.[https://www.academia.edu/33388867/A1\\_Eingangskurs\\_Grammar\\_Exercises](https://www.academia.edu/33388867/A1_Eingangskurs_Grammar_Exercises) (2016)
- Vince, M. (2008). Macmillan English Grammar in Context: Advanced with keys. Design and Illustration Macmillan Publishers Limited. Oxford.
- Walker,E.,Elsworth, S. (2004). New Grammar Practice for Pre-intermediate Students: with key. Pearson Education Limited 2000. Longman.

**Semester: 01**

**Teaching Unit: Fundamental**

**Module: Linguistics and Phonetics**

**Credits: 04**

**Coefficient: 02**

**Course Objective**

- To introduce the students to the basic foundations of the discipline

**Subject Contents**

**Linguistics**

1) linguistics definition

- a) a historical overview (as an introduction) the appearance of modern linguistics
- b) linguistics as a science
- c) what does linguistics cover? (macro and micro functions)

2) language definition

a) linguists' contribution

I- sapir

II- ferdinand de saussure diachotomies

- -langue and parole

- -signified and signifier

- - syntagmatic and paradigmatic relations

- - diachronic and synchronic linguistics

**N.B-**Each unit should be based on selected readings, upon which students should write a linguistic essay in general and for each unit in particular.

- Courses should be based on reflections and discussions of the points tackled.

(not dictation-based course, or handouts ).

- Use video-based course to support your lectures and motivate your learners.

**Phonetics**

-Phonetics and phonology: basic definitions and differences

-Organs of speech

-English consonants (classification of consonants according to their place and manner of articulation)

-Allophones

- English vowels (short vowels, long vowels)

-English Diphthongs and triphthongs

### **Assessment**

50% - 50% (Written exams and continuous Assessment)

### **Sources and references**

- 1- P. H. Matthews, The Concise Oxford Dictionary of Linguistics (Oxford Paperback Reference) (2007)
- 2- Guy Cook, Applied Linguistics (Oxford Introduction to Language Study Series) (2003)
- 3- Bruce M. Rowe and Diane P. Levine Concise Introduction to Linguistics, A (2nd Edition)
- 4- <http://www.englishmedialab.com/pronunciation.html>
- 5- <http://www.englishstudymaterials.com/2008/08/english-phonetic-activities.html>
- 6- J. C. Catford, A Practical Introduction to Phonetics (Oxford Textbooks in Linguistics) (2002)
- 7-

**Semester: 02**

**Teaching Unit: Fundamental**

**Module: Linguistics and Phonetics**

**Credits: 04**

**Coefficient: 02**

### **Course Objective**

- To develop students theoretical knowledge about the discipline

### **Subject Contents**

#### **Linguistics**

2language definition

III- chomsky: competence and performance

IV- bloomfield

- b) language as a means of communication (communication model)
- c) introduction to semiotics/semiology

**N.B-**Each unit should be based on selected readings, upon which students should write a linguistic essay in general and for each unit in particular.

- Courses should be based on reflections and discussions of the points tackled.

(not dictation-based course, or handouts ).

- Use video-based course to support your lectures and motivate your learners.

## **Phonetics**

- Diacritics : aspiration, devoicing, velarization, glottalization etc.
- The English syllable (structure of the English syllable)
- Consonant clusters
- Syllabic consonants
- ( The concept of Suprasegmental) Stress (primary and secondary) and pitch

## **Assessment**

50% - 50% (Written exams and continuous Assessment)

## **Sources and references**

- 8- P. H. Matthews, The Concise Oxford Dictionary of Linguistics (Oxford Paperback Reference) (2007)
- 9- Guy Cook, Applied Linguistics (Oxford Introduction to Language Study Series) (2003)
- 10- Bruce M. Rowe and Diane P. Levine Concise Introduction to Linguistics, A (2nd Edition)
- 11- <http://www.englishmedialab.com/pronunciation.html>
- 12- <http://www.englishstudymaterials.com/2008/08/english-phonetic-activities.html>
- 13- J. C. Catford, A Practical Introduction to Phonetics (Oxford Textbooks in Linguistics) (2002)
- 14- Peter Roach and H. G. Widdowson, Phonetics, 2000

**Semester: 01**

**Teaching Unit: Fundamental**

**Module: Study of Literary Texts**

**Credits: 2**

**Coefficient: 1**

**Course Objectives**

- To distinguish literary discourse from other types of discourse
- To distinguish the three major literary genres (poetic, narrative and dramatic) and their subcategories

**Prerequisite**

- General knowledge of literature, its genres and its discourse

**Subject Contents**

- 1- What is literature ?
- 2- Literary Genres : Poetry, Prose narrative (fiction and non-fiction) and Drama
- 3- Poetic types
- 4- Prosody, rhyme and rhythm
- 5- Figures of Speech
- 6- Method of Poem Analysis
- 7- Romantic Poetry : A study of selected poems belonging to the English romantic movement

**Assessment**

50% - 50% (Written exams and continuous Assessment)

**Sources and references**

- Beard, Adrian. *Texts and Contexts : Introducing literature and language studies*, London & New York: Routledge, 2001.
- Cuddon, J. A. *The Penguin Dictionary of Literary Terms and Literary Theory*, London: Penguin, 1999.
- Hawthorne, Jeremy. *Studying the Novel*, London: Bloomsbury Academic, 2010.

- McMahan, Elizabeth. *Literature and the Writing Practice*, New Jersey: Prentice Hall, 2002.

**Semester: 02**

**Teaching Unit: Fundamental**

**Module:** Study of Literary Texts

**Credits: 2**

**Coefficient: 1**

**Course Objectives**

- To distinguish literary discourse from other types of discourse
- To distinguish the three major literary genres (poetic, narrative and dramatic) and their subcategories

**Prerequisite**

- General knowledge of literature, its genres and its discourse

**Subject Contents**

- 1- Old English Literature: Beowulf
- 2- Middle English Literature
- 3- Geoffrey Chaucer's The Canterbury Tales
- 4- Elizabethan Literature
- 5- William Shakespeare's Selected Works
- 6- The Rise of the English Novel (Aspects and major figures)
- 7- Daniel Defoe's the Life and Adventures of Robinson Crusoe

**Assessment**

50% - 50% (Written exams and continuous Assessment)

**Sources and references**

- Beard, Adrian. *Texts and Contexts : Introducing literature and language studies*, London & New York: Routledge, 2001.
- Cuddon, J. A. *The Penguin Dictionary of Literary Terms and Literary Theory*, London: Penguin, 1999.
- Hawthorne, Jeremy. *Studying the Novel*, London: Bloomsbury Academic, 2010.
- McMahan, Elizabeth. *Literature and the Writing Practice*, New Jersey: Prentice Hall, 2002.
- Greenblatt, Stephen, Katharine E. Maus, and George M. Logan. *The Norton Anthology of English Literature: Volume B.* , 2013. Print

## **Semester: 01**

### **Teaching Unit: Methodology**

#### **Module: Study skills**

#### **Credits: 4**

#### **Coefficient: 2**

### **Course Objectives**

- Enable the students to accomplish their academic goals and achieve success in their courses.
- Help the students to become independent life-long learners and critical thinkers.
- Improve their reading, writing and research methodology skills.

### **Prerequisite**

- Students should be aware of basic techniques of English use.

### **Subject Contents**

1. Introduction and pre-course assessment (What are the “study skills”? Why are they important for university students? What is the LMD system? Identifying the strengths and weaknesses of students, and how they can study more effectively and efficiently)
2. Studying Habits and Setting
3. Organization and Time-Management
4. Setting goals and priorities
5. Using the dictionary
6. Using the library (searching for a document in a library or on the internet)
7. Study group

## **Assessment**

50% - 50% (Written exams and continuous Assessment)

## **Sources and references**

- Briggs. C.I and Dummett. P.C. (1996). Skills Plus- Listening and Speaking- Advanced. Macmillan Heinemann.
- Jaffe. C.I. (2016). Public Speaking Concepts and Skills for a Divers Society. Cengage Learning: USA.
- Devito.J.A. (2009). The Essential Elements of Public Speaking- 3<sup>rd</sup> Edition. Pearson.

**Semester: 02**

## **Teaching Unit: Methodology**

**Module: Study skills**

**Credits: 4**

**Coefficient: 2**

## **Course Objectives**

- Enable the students to accomplish their academic goals and achieve success in their courses.
- Help the students to become independent life-long learners and critical thinkers.
- Improve their reading, writing and research methodology skills.

## **Prerequisite**

- Students should be aware of basic techniques of English use.

## **Subject Contents**

1. Examination techniques (planning examination strategies, including managing exam stress, as well as tackling the common mistakes)
2. Learning to revise
3. Reading and Analysis
4. Explaining a text
5. Note Taking (making comprehensive and effective notes, using abbreviations, diagrams, and good visual layout, etc.)
6. Memorization and concentration techniques (using mind maps, mnemonics, visual aids and good notes)



## **Assessment**

50% - 50% (Written exams and continuous Assessment)

## **Sources and references**

- Briggs. C.I and Dummett. P.C. (1996). Skills Plus- Listening and Speaking- Advanced. Macmillan Heinemann.
- Jaffe. C.I. (2016). Public Speaking Concepts and Skills for a Divers Society. Cengage Learning: USA.
- Devito.J.A. (2009). The Essential Elements of Public Speaking- 3<sup>rd</sup> Edition. Pearson.

**Semester: 01**

## **Teaching Unit: Methodology**

## **Module: Reading and Text Analysis**

**Credits: 4**

**Coefficient: 2**

## **Course Objectives**

- Develop students' reading / comprehension skills.
- Read and interpret different speeches.

## **Prerequisite**

- Students should be at least at a lower-intermediate level in English.

## **Subject Contents**

### **Reading skills and strategies**

- Scanning
- Previewing and predicting
- Making inferences
- Understanding paragraphs (the topic and main ideas)
- Skimming
- Distinguishing between literal and implied meaning
- Analyse vocabulary ( word parts and collocations)
- Coherence and cohesion

N.B Content can be developed by the pedagogical committee according to students' needs

### **Assessment**

**100%** continuous Assessment

### **Sources and references**

Teachers can use different sources to improve students' texts comprehension

**Semester: 02**

### **Teaching Unit: Methodology**

**Module: Reading and Text Analysis**

**Credits: 4**

**Coefficient: 2**

### **Course Objectives**

- Develop students' reading / comprehension skills.
- Read and interpret different speeches.

### **Prerequisite**

- Students should be at least at a lower-intermediate level in English.

### **Subject Contents**

#### **Reading to identify paragraph organization**

- The paragraph (types of paragraphs, components, ...)
- Descriptive
- Narrative
- Descriptive narration
- Expositive (examples developed by: division, definition, cause, effect ,
- Comparison and contrast
- Coherence and Cohesion

N.B Content can be developed by the pedagogical committee according to students' needs

### **Assessment**

**100% continuous Assessment**

### **Sources and references**

Teachers can use different sources to improve students' texts comprehension

### **Semestre I**

#### **UE Méthodologie**

**Intitulé de la matière : ICT and E-LearningI**

**Crédits : 01**

**Coefficients : 01**

**La séance de cours ne peut être que théorique, et même si les cours sont disposés via un datashow (indispensable) l'évaluation doit se faire sur ordinateur**

**Connaissances préalables (Prérequis) :**

#### **Objectifs de la matière :**

Au terme de cette première année d'étude, l'étudiant devra être capable de :

- ☐ Développer des compétences en technologies d'information et de communication numérique en contexte universitaire.

#### **Contenu de la matière**

##### **Volet Technologie de l'Information et de la Communication (TIC)**

- Initiation aux logiciels de traitement de texte (Word, Power Point et conversions word ☐ PDF).
- Initiation aux produits et applications Google. (Docs, Sheets, Slides),
- Création d'adresses électroniques ; technique(s) de correspondance électronique (e-mailing).

**Mode d'évaluation : contrôle continu (100%)**

#### **Bibliographie**

## **Semestre 2**

### **UE Méthodologie**

**Intitulé de la matière : TIC et E-learning 2**

**Volume horaire hebdomadaire : 01h00**

**Crédits : 01**

**Coefficient : 01**

**Connaissances préalables (Prérequis) :**

### **Objectifs de la matière :**

Au terme de cette première année d'étude, l'étudiant devra être capable de :

- ☐ Développer des compétences en technologies d'information et de communication numérique en contexte universitaire.

### **Contenu de la matière**

TD avec connexion internet indispensable

#### **Volet E-LEARNING**

- Initiation à l'utilisation des plateformes d'enseignement universitaire : MOODLE (s'identifier, téléchargement/chargement de documents), les quizz et les forums.
- Initiation à l'utilisation des plateformes d'accès libre : MOOC, classroom ...
- Initiation à l'utilisation des plateformes de visio-conférences (Zoom et Google Meet).

**Mode d'évaluation : contrôle continu (100%)**

### **Bibliographie :**

**Semester: 01**

**Teaching Unit: Discovery**

**Module: Civilisations of the Target Language**

**Credits: 02**

**Coefficient: 02**

### **Course Objectives**

Improve students' knowledge of the English language through British life and history

### **Prerequisite**

- General knowledge of different civilizations and cultures

### **Subject Contents**

.The United Kingdom (overview)

.The Earliest Settlers of Britain

. Iberians/Celts/Romans

.The Nordic Invasions

.The Anglo-Saxons and The Vikings

.The Norman Conquest

.The Middle Ages

.Tudors

.Stuarts

### **Assessment**

50% - 50% (Written exams and continuous Assessment)

### **Sources and references**

- Simon Schama, *A History of Britain: At the Edge of the World, 3500 BC — 1603 AD* (2000)
- Peter Salway, *Roman Britain: a very short introduction* (Oxford UP, 2015).
- Copeland, Tim (2014). *Life in a Roman Legionary Fortress*. Amberley Publishing Limited. p. 14.
- Gerald Harriss, *Shaping the Nation: England 1360-1461* (New Oxford History of England) (2005).
- J. Steven Watson, *The Reign of George III, 1760-1815* (Oxford History of England) (1960) online free to borrow.
- Gerard O'Brien, "The Grattan Mystique." *Eighteenth-Century Ireland/Iris an dá chultúr*(1986): 177-194 online.
- Patrick M. Geoghegan, *The Irish Act of Union: a study in high politics, 1798-1801* (Gill & Macmillan, 1999).
- J. M. Thompson, *Napoleon Bonaparte: His rise and fall* (1951) pp 235-40

- R.E. Foster, Wellington and Waterloo: The Duke, the Battle and Posterity 1815-2015(2014)
- Jeremy Black, The War of 1812 in the Age of Napoleon (2009)
- E.L. Woodward, The Age Of Reform 1815-1870 (1938) online free
- Boyd Hilton, A Mad, Bad, and Dangerous People?: England 1783-1846 (New Oxford History of England, 2008).
- Kenneth Baker, "George IV: a Sketch," History Today 2005 55(10): 30—36.
- Brock, Michael "William IV (1765—1837)", Oxford Dictionary of National Biography, (2004) doi:10.1093/ref:odnb/29451
- Jeremy Black, A military history of Britain: from 1775 to the present (2008), pp. 74—77

**Semester: 02**

**Teaching Unit: Discovery**

**Module: Civilisations of the Target Language**

**Credits: 02**

**Coefficient: 02**

**Course Objectives**

Improve students' knowledge of the English language through American life and history

**Prerequisite**

- General knowledge of different civilizations and cultures

**Subject Contents**

- .The United States (overview)
- .The Discovery of America
- .Settlements in The New World
- .Slavery in the New World

**Assessment**

50% - 50% (Written exams and continuous Assessment)

## Sources and references

- Hämäläinen, Pekka (December 2003). "[The Rise and Fall of Plains Indians Horse Cultures](#)". The Journal of American History. American Historical Association, Organization of American Historians, University of Illinois Press, National Academy Press. Retrieved April 27, 2011.
- [↑](#) Johnston, Robert D. (2002). [The Making of America: The History of the United States from 1492 to the Present](#). National Geographic. p. 13. ISBN 978-0-7922-6944-1.
- [↑](#) Jones, Gwyn (1986). [The Norse Atlantic Saga: Being the Norse Voyages of Discovery and Settlement to Iceland, Greenland, and North America](#). Oxford University Press. ISBN 978-0-19-285160-4.
- [↑](#) \* Blum, John M. (1985). [The National Experience: A History of the United States](#). William S. McFeely, Edmund S. Morgan, Arthur M. Schlesinger, Jr., Kenneth M. Stampp, and C. Vann Woodward (6th ed.). p. 18. ISBN 978-0-15-565664-2.
- [↑](#) Boyer, Paul (1995). [The American Nation](#). Austin, TX: Holt, Rinehart and Winston. pp. 59—61. ISBN 978-0-03-074512-6.
- [↑](#) Davis, Kenneth C. (2002). Don't Know Much About American History. HarperCollins. ISBN 978-0-06-084056-3

## **L2 (S3+S4)**

**Semester: 03**

**Teaching Unit: Fundamental**

**Module: Comprehension and written expression**

**Credits: 04**

**Coefficient: 02**

### **Course Objectives**

- Approach comprehension and written expression in the language of study. The student will be able to produce a coherent text.
- The learner will have a mastery over the basic and essential essay writing techniques.
- He will be able to develop his ideas in a well-structured meaningful 5-paragraph essay.
- Moreover, he will be familiar with a wide range of essay types.
- He will learn how to handle different techniques and methods to write about different topics and answering exam papers: (Interpretation, analysis, and synthesis of simple then complex texts).

### **Prerequisite**

An ability to develop simple paragraphs is required, **and** a mastery of the techniques for a 5-paragraph essay writing is also required.

### **Subject Contents**

- A review of essay structure
  - a. The Introductory Paragraph
  - b. The body
  - c. The Concluding Paragraph
  - d. Transitions between Paragraphs
- Types of essays
  - narrative,
  - descriptive,
  - narrative descriptive,
  - expository ( definition, , classification, cause and effect, compare and contrast)



## Assessment

50% - 50% (Written exams and continuous Assessment)

## Sources and references

[Molly McClain](#) and Jacqueline Roth, [Schaum's Quick Guide to Writing Great Essays](#) (1998)

- 1- Robert B. Donald, Betty Richmond Morrow, Lillian Griffith Wargetz, and Kathleen Werner, [Writing Clear Essays \(3rd Edition\)](#) (1995)
- 2- [Bryan Greetham](#), [How to Write Better Essays](#) (2002)
- 3- [Joy Wingersky](#), Jan Boerner, and Diana Holguin-Balogh, [Writing Paragraphs and Essays: Integrating Reading, Writing, and Grammar Skills](#) (2005)
- 4- [Nigel Warburton](#), [The Basics of Essay Writing, Pocket Edition](#) (2004)
- 5- <http://essayinfo.com/>
- 6- [http://uk.bestessays.com/essay\\_service.html](http://uk.bestessays.com/essay_service.html)
- 7- <http://www.bestessaytips.com/>

## Semester: 04

### Teaching Unit: Fundamental

### Module: Comprehension and written expression

Credits: 04

Coefficient: 02

### Course Objectives

- He will be able to develop his ideas in a well-structured meaningful 5-paragraph essay.
- Moreover, he will be familiar with a wide range of essay types.
- He will learn how to handle different techniques and methods to write about different topics and answering exam papers: (Interpretation, analysis, and synthesis of simple then complex texts).

### Prerequisite

An ability to develop simple paragraphs is required, and a mastery of the techniques for a 5-paragraph essay writing is recommended.

## Subject Contents

- Argumentative essay
- Defending an opinion and convincing people
- Answering essay and exam questions with:
  - analyse, discuss, justify, evaluate, to what extent, define', 'explain' or 'clarify', summarize

## Assessment

50% - 50% (Written exams and continuous Assessment)

## Sources and references

- 1- [Molly McClain](#) and Jacqueline Roth, [Schaum's Quick Guide to Writing Great Essays](#) (1998)
- 2- Robert B. Donald, Betty Richmond Morrow, Lillian Griffith Wargetz, and Kathleen Werner, [Writing Clear Essays](#) (3rd Edition) (1995)
- 3- Bryan Greetham, [How to Write Better Essays](#) (2002)
- 4- Joy Wingersky, Jan Boerner, and Diana Holguin-Balogh, [Writing Paragraphs and Essays: Integrating Reading, Writing, and Grammar Skills](#) (2005)
- 5- Nigel Warburton, [The Basics of Essay Writing, Pocket Edition](#) (2004)
- 6- <http://essayinfo.com/>
- 7- [http://uk.bestessays.com/essay\\_service.html](http://uk.bestessays.com/essay_service.html)
- 8- <http://www.bestessaytips.com/>

## Semester: 03

### Teaching Unit: Fundamental

### Module: Comprehension and oral expression

Credits: 04

Coefficient: 02

### Course Objectives

By the end of the course, students are expected to:

- Understand instances of connected speech

- Recognize different varieties, accents, and registers
- Produce correct and relevant instances of discourse with ease and confidence

### **Prerequisite**

Students should master what they have learned in the previous semesters to be able to increase their knowledge.

### **Subject Contents**

#### **Listening Comprehension**

- Listening to a business interview
- Listening to news and weather forecast
- Listening to film reviews
- Listening to motivation talks
- Listening to lectures and presentations
- Listening to short stories
- Listening to the witness

#### **Oral Expression**

- Arguing for or against
- Persuading someone to do something
- Talking about Media issues
- Taking part in a debate
- Storytelling

#### **Assessment**

50% - 50% (Written exams and continuous Assessment)

#### **Sources and references**

- Fragiadakis.H.K. (2007). All Clear 3- Listening and Speaking with collocations. 2<sup>nd</sup> Edition. Thomson Heinle: USA.
- Brooks. M. (2011). Q: Skills for Success- Listening and Speaking. Oxford University Press.
- Hanreddy. J and Whally.E. (2007). Mosaic 1- Listening/ Speaking. Silver Edition. McGraw- Hill: Singapore.
- Briggs. C.I and Dummett. P.C. (1996). Skills Plus- Listening and Speaking- Advanced. Macmillan Heinemann.

**Semester: 04**

**Teaching Unit: Fundamental**

## **Module: Comprehension and oral expression**

**Credits: 04**

**Coefficient: 02**

### **Course Objectives**

By the end of the course, students are expected to:

- Understand instances of connected speech
- Recognize different varieties, accents, and registers
- Produce correct and relevant instances of discourse with ease and confidence

### **Prerequisite**

Students should master what they have learned in the previous semesters to be able to increase their knowledge.

### **Subject Contents**

#### **Listening Comprehension**

- Listening to a business interview
- Listening to news and weather forecast
- Listening to film reviews
- Listening to motivation talks
- Listening to lectures and presentations
- Listening to short stories
- Listening to the witness

#### **Oral Expression**

- Telling an anecdote
- Pictured-Cued Storytelling
- Interviewing
- News reporting
- Speeches and formal presentations

#### **Assessment**

50% - 50% (Written exams and continuous Assessment)

#### **Sources and references**

- Fragiadakis.H.K. (2007). All Clear 3- Listening and Speaking with collocations. 2<sup>nd</sup> Edition. Thomson Heinle: USA.

- Brooks. M. (2011). Q: Skills for Success- Listening and Speaking. Oxford University Press.
- Hanreddy. J and Whally.E. (2007). Mosaic I- Listening/ Speaking. Silver Edition. McGraw- Hill: Singapore.
- Briggs. C.I and Dummett. P.C. (1996). Skills Plus- Listening and Speaking- Advanced. Macmillan Heinemann.

**Semester: 03**

**Teaching Unit: Fundamental**

**Module: Grammar**

**Credits: 04**

**Coefficient: 02**

### **Course Objective**

- Improve students' knowledge of language structure

### **Subject Contents**

- Phrases : the noun, verb, adjectival and adverbial phrases
- Conditional and if clauses
- Questions
- Reported speech
- Passive and active forms

***NB. Subject Contents can be adapted according to students language needs***

### **Assessment**

50% - 50% (Written exams and continuous Assessment)

### **Sources and references**

- Alexander, L.G. (1990). Longman English Grammar Practice for intermediate students. Self-study edition with key. Addison Wesley Longman Limited. Longman.
- Kolln, M.J., Gray, L.S. (2013). Rhetorical Grammar: Grammatical Choices, Rhetorical Effects. Pearson
- Murphy, R. (2004). English Grammar in Use. A self-study reference and practice book for intermediate students of English: with key. Third Edition. Cambridge University Press.
- Nettle, M., Hopkins, D. (2003). Developing Grammar in Context. Grammar reference and practice: Intermediate with Answers. Cambridge University Press.
- Rozakis, L. (2003). English Grammar for the Utterly Confused. The McGraw-Hill Companies.
- Sprachenzentrum. Eingangskurs. Grammar Exercises. Bayreuth University. [https://www.academia.edu/33388867/A1\\_Eingangskurs\\_Grammar\\_Exercises](https://www.academia.edu/33388867/A1_Eingangskurs_Grammar_Exercises) (2016)
- Vince, M. (2008). Macmillan English Grammar in Context: Advanced with keys. Design and Illustration Macmillan Publishers Limited. Oxford.
- Walker, E., Elsworth, S. (2004). New Grammar Practice for Pre-intermediate Students: with key. Pearson Education Limited 2000. Longman.

**Semester: 04**

**Teaching Unit: Fundamental**

**Module: Grammar**

**Credits: 04**

**Coefficient: 02**

### **Course Objective**

- Improve students' knowledge of language structure

### **Subject Contents**

- Conjunctions
- Clauses
- Simple, Compound, Complex and compound complex sentences
- Parallelism, sentence fragments, run-ons
- Punctuation
- Collocation

**NB.** *Subject Contents can be adapted according to students language needs*

### **Assessment**

50% - 50% (Written exams and continuous Assessment)

### **Sources and references**

- Alexander, L.G. (1990). Longman English Grammar Practice for intermediate students. Self-study edition with key. Addison Wesley Longman Limited. Longman.
- Kolln, M.J., Gray, L.S. (2013). Rhetorical Grammar: Grammatical Choices, Rhetorical Effects. Pearson
- Murphy, R. (2004). English Grammar in Use. A self-study reference and practice book for intermediate students of English; with key. Third Edition. Cambridge University Press.
- Nettle, M., Hopkins, D. (2003). Developing Grammar in Context. Grammar reference and practice: Intermediate with Answers. Cambridge University Press.
- Rozakis, L. (2003). English Grammar for the Utterly Confused. The McGraw-Hill Companies.
- Sprachenzentrum. Eingangskurs. Grammar Exercises. Bayreuth University. [https://www.academia.edu/33388867/A1\\_Eingangskurs\\_Grammar\\_Exercises](https://www.academia.edu/33388867/A1_Eingangskurs_Grammar_Exercises) (2016)
- Vince, M. (2008). Macmillan English Grammar in Context: Advanced with keys. Design and Illustration Macmillan Publishers Limited. Oxford.
- Walker, E., Elsworth, S. (2004). New Grammar Practice for Pre-intermediate Students: with key. Pearson Education Limited 2000. Longman.

**Semester: 03**

**Teaching Unit: Fundamental**

**Module: Linguistics and Phonetics**

**Credits: 04**

**Coefficient: 02**

**Course Objective**

- To develop students theoretical knowledge about the discipline

## **Subject Contents**

### **Linguistics**

#### **Levels of Analysis**

- Phonetics and phonology
- Morphology
- Syntax
- Semantics
- Pragmatics
- Discourse Analysis

***N.B-**Each unit should be based on selected readings, upon which students should write a linguistic essay in general and for each unit in particular.*

*- Courses should be based on reflections and discussions of the points tackled.*

*(not dictation-based course, or handouts ).*

*- Use video-based course to support your lectures and motivate your learners.*

### **Phonetics**

- Word stress: mono-syllabic words, 2-3 syllables, etc.
- Function vs content words
- Weak forms/ strong forms
- Phonemic vs. phonetic transcriptions
- Aspects of connected speech: assimilation, elision, linking and juncture

### **Assessment**



50% - 50% (Written exams and continuous Assessment)

### **Sources and references**

- 1- P. H. Matthews, The Concise Oxford Dictionary of Linguistics (Oxford Paperback Reference) (2007)
- 2- Guy Cook, Applied Linguistics (Oxford Introduction to Language Study Series) (2003)
- 3- Bruce M. Rowe and Diane P. Levine Concise Introduction to Linguistics, A (2nd Edition)
- 4- <http://www.englishmedialab.com/pronunciation.html>
- 5- <http://www.englishstudymaterials.com/2008/08/english-phonetic-activities.html>
- 6- J. C. Catford, A Practical Introduction to Phonetics (Oxford Textbooks in Linguistics) (2002)
- 7- Peter Roach and H. G. Widdowson, Phonetics, 2000

**Semester: 04**

**Teaching Unit: Fundamental**

**Module: Linguistics and Phonetics**

**Credits: 04**

**Coefficient: 02**

### **Course Objective**

- To develop students theoretical knowledge about the discipline

### **Subject Contents**

#### **Linguistics**

#### **Schools of Linguistics**

- The Structuralist school; (Saussure) + introduce the notion of Behaviourism
- The Mentalist school, (Chomsky)
- The Functionalist school, (Halliday)

**N.B-**Each unit should be based on selected readings, upon which students should write a linguistic essay in general and for each unit in particular.

- Courses should be based on reflections and discussions of the points tackled.

(not dictation-based course, or handouts ).

- Use video-based course to support your lectures and motivate your learners.

### **Phonetics**

- Word Stress: compounds and complex words ( words+affixes)
- The sentence stress
- Rhythm
- Intonation and tone
- American vs English pronunciation

### **Assessment**

50% - 50% (Written exams and continuous Assessment)

### **Sources and references**

- 1-P. H. Matthews, The Concise Oxford Dictionary of Linguistics (Oxford Paperback reference) (2007)
- 2-Guy Cook, Applied Linguistics (Oxford Introduction to Language Study Series) (2003)
- 3-Bruce M. Rowe and Diane P. Levine Concise Introduction to Linguistics, A (2nd Edition)
- 4-<http://www.englishmedialab.com/pronunciation.html>
- 5-<http://www.englishstudymaterials.com/2008/08/english-phonetic-activities.html>
- 6-J. C. Catford, A Practical Introduction to Phonetics (Oxford Textbooks in Linguistics) (2002)
- 7-Peter Roach and H. G. Widdowson, Phonetics, 2000

**Semester: 03**

**Teaching Unit: Fundamental**

**Module: Study of Literary Texts**

**Credits: 2**

**Coefficient: 1**

**Course Objectives**

- To read and study different texts, authors and literature
- To write a simple literary commentary on the studied texts

**Prerequisite**

- Knowledge and strategies acquired from S1 to S2
- Mastery of English

**Subject Contents**

- 1- Romanticism in Great Britain
- 2- Study of Romantic Poetry (The Rime of The Ancient Mariner by T.S Coleridge, Chimney Sweeper by W. Blake)
- 3- The Gothic Novel: Frankenstein or Modern Prometheus by Mary Shelley
- 4- The Literature of the Victorian Age
- 5- Jane Austen's Pride and Prejudice
- 6- Charles Dickens' Hard Times

**Assessment**

50% - 50% (Written exams and continuous Assessment)

**Sources and references**

- Eagleton, Terry. *Literary Theory: An Introduction*. London: Blackwell, 1996.
- Leitch, Vincent B. Ed. *The Norton Anthology of Theory and Criticism*. New York & London: Norton & Company, 2001.
- Walder, Denis. *Literature in the Modern World*. Oxford: Oxford UP, 1990.
- Watts, Ian. *The Rise of the Novel*, Harmondsworth: Penguin, 1970.

**Semester: 04**

**Teaching Unit: Fundamental**

**Module: Study of Literary Texts**

**Credits: 2**

**Coefficient: 1**

**Course Objectives**

- To read and study different texts, authors and literature
- To write a simple literary commentary on the studied texts

**Prerequisite**

- Knowledge and strategies acquired from S1 to S2
- Mastery of English

**Subject Contents**

- 1- Introduction to American Literature
- 2- Literature of Revolution: Thomas Paine's Common Sense
- 3- American Romanticism
- 4- Introduction to the Short Story: Washington Irving's Rip Van Winkle
- 5- Gothic Short Story : Edgar Allan Poe's The Fall of the House of Usher
- 6- American Realism:
- 7- Local Colour: The Adventures of Huckleberry Finn
- 8- Genteel Tradition : Daisy Miller

**Assessment**

50% - 50% (Written exams and continuous Assessment)

**Sources and references**

- Eagleton, Terry. *Literary Theory: An Introduction*. London: Blackwell, 1996.
- Leitch, Vincent B. Ed. *The Norton Anthology of Theory and Criticism*. New York & London: Norton & Company, 2001.
- Walder, Denis. *Literature in the Modern World*. Oxford: Oxford UP, 1990.
- Watts, Ian. *The Rise of the Novel*, Harmondsworth: Penguin, 1970.
- TRENT, WILLIAM P. E. T. E. R. F. I. E. L. D. *History of American Literature*. Place of publication not identified: FORGOTTEN Books, 2016. Print.

### Semester: 03

### Teaching Unit: Methodology

### Module: Study skills

### Credits: 4

### Coefficient: 2

### Course Objectives

- ☐ Enable the students to ☐ demonstrate good mastery of the skills required for studying at University
- ☐ ☐ ☐ elp the students develop strategies for autonomous learning
- ☐ ☐ Broaden their knowledge of the research process and research paper writing.

### Prerequisite

- Students should have a good mastery of the four skills.

### Subject Contents

1. Learning styles and strategies
  2. Reflective learning
  3. Critical thinking (classroom discussions, homework completion & exam question reading)
  4. Report writing
- Remark: Content can be developed by the pedagogical committee according to students' needs
  -

### Assessment

50% - 50% (Written exams and continuous Assessment)

### Sources and references

- Briggs. C.I and Dummett. P.C. (1996). Skills Plus- Listening and Speaking- Advanced. Macmillan Heinemann.
- Jaffe. C.I. (2016). Public Speaking Concepts and Skills for a Diverse Society. Cengage Learning: USA.
- Devito.J.A. (2009). The Essential Elements of Public Speaking- 3<sup>rd</sup> Edition. Pearson.

**Semester: 04**

**Teaching Unit: Methodology**

**Module: Study skills**

**Credits: 4**

**Coefficient: 2**

### Course Objectives

- ☐ Enable the students to ☐ demonstrate good mastery of the skills required for studying at University
- ☐ ☐ ☐ Help the students develop strategies for autonomous learning
- ☐ ☐ Broaden their knowledge of the research process and research paper writing.

### Prerequisite

- Students should have a good mastery of the four skills.

### Subject Contents

1. Synthesis and paraphrasing techniques
2. Referencing (quotation cards) & bibliography
3. Theme selection & narrowing down through classroom discussion
4. Oral presentation

Remark: Content can be developed by the pedagogical committee according to students' needs

### Assessment

50% - 50% (Written exams and continuous Assessment)

### **Sources and references**

- Briggs. C.I and Dummett. P.C. (1996). Skills Plus- Listening and Speaking- Advanced. Macmillan Heinemann.
- Jaffe. C.I. (2016). Public Speaking Concepts and Skills for a Diverse Society. Cengage Learning: USA.
- Devito. J.A. (2009). The Essential Elements of Public Speaking- 3<sup>rd</sup> Edition. Pearson.

**Semester: 03**

**Teaching Unit: Methodology**

**Module: Reading and Text Analysis**

**Credits: 4**

**Coefficient: 2**

### **Course Objectives**

- Develop students' reading / comprehension skills.
- Read and interpret different speeches.

### **Prerequisite**

- Students should be at least at an intermediate level in English.

### **Subject Contents**

#### **The form of the text**

- Column in journalistic texts
- Poetic texts (stanza, ...)
- Multimodal texts (images, etc...)
- Orality (the phonological aspects, accent "American & British")
- Dialogues and theatrical pieces (turn-taking, interruption techniques...)
- Administrative texts (motivation letter, CV, letter of application, ...)

N.B Content can be developed by the pedagogical committee according to students' needs

### **Assessment**

**100% continuous Assessment**

### **Sources and references**

Teachers can use different sources to improve students' texts comprehension

**Semester: 04**

**Teaching Unit: Methodology**

**Module: Reading and Text Analysis**

**Credits: 4**

**Coefficient: 2**

### **Course Objectives**

- Develop students' reading / comprehension skills.
- Read and interpret different speeches.

### **Prerequisite**

- Students should be at least at upper-intermediate level in English.

### **Subject Contents**

#### **Critical reading**

- Recognizing Claims and reasons
- Recognizing types of claims
- Recognizing ethos, pathos and logos
- Recognizing fallacies
- Recognizing reasoning patterns ( induction and deduction)
- Analysing arguments rhetorically
- Analysing visual arguments.

N.B Content can be developed by the pedagogical committee according to students' needs

### **Assessment**

**100% continuous Assessment**

### **Sources and references**

Teachers can use different sources to improve students' texts comprehension



**Semester: 03**

**Teaching Unit: Methodology**

**Module: Digital Literacy**

**Credits: 1**

**Coefficient: 1**

### **Course Objectives**

Develop the skills students need to live, learn, and work in a society where communication and access to information is increasingly through digital technologies like internet platforms, social media, and mobile devices.

### **Prerequisite**

Skilled in using technological devices

### **Subject Contents**

ICT proficiency

Information, data and media illiteracies

Digital learning and development

### **Assessment**

100% continuous Assessment

### **Sources and references**

According to students need different internet sources can be used

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**Semester: 04**

**Teaching Unit: Methodology**

**Module: Digital Literacy**

**Credits: 1**

**Coefficient: 1**

**Course Objectives**

Develop the skills students need to live, learn, and work in a society where communication and access to information is increasingly through digital technologies like internet platforms, social media, and mobile devices.

**Prerequisite**

Skilled in using technological devices

**Subject Contents**

Digital communication, collaboration and participation

Digital creation, problem solving and innovation

Digital identity and well being

### **Assessment**

100% continuous Assessment

### **Sources and references**

According to students need different internet sources can be used

- 
- 
- 

### **Semester: 03**

#### **Teaching Unit: Discovery**

#### **Module: Civilisations of the Target Language**

**Credits: 02**

**Coefficient: 02**

#### **Course Objectives**

Improve students' knowledge of the English language through British life and history

#### **Prerequisite**

- General knowledge of different civilizations and cultures

## Subject Contents

- .The Age of Reason
- .The Industrial Revolution
- .The Victorian Age
- . Chartism
- . Victorianism
- . British Imperialism in India

## Assessment

50% - 50% (Written exams and continuous Assessment)

## Sources and references

- Simon Schama, *A History of Britain: At the Edge of the World, 3500 BC — 1603 AD* (2000)
- Peter Salway, *Roman Britain: a very short introduction* (Oxford UP, 2015).
- Copeland, Tim (2014). *Life in a Roman Legionary Fortress*. Amberley Publishing Limited. p. 14.
- Gerald Harriss, *Shaping the Nation: England 1360-1461* (New Oxford History of England) (2005).
- J. Steven Watson, *The Reign of George III, 1760-1815* (Oxford History of England) (1960) online free to borrow.
- Gerard O'Brien, "The Grattan Mystique." *Eighteenth-Century Ireland/Iris an dá chultúr*(1986): 177-194 online.
- Patrick M. Geoghegan, *The Irish Act of Union: a study in high politics, 1798-1801* (Gill & Macmillan, 1999).
- J. M. Thompson, *Napoleon Bonaparte: His rise and fall* (1951) pp 235-40
- R.E. Foster, *Wellington and Waterloo: The Duke, the Battle and Posterity 1815-2015*(2014)
- Jeremy Black, *The War of 1812 in the Age of Napoleon* (2009)
- E.L. Woodward, *The Age Of Reform 1815-1870* (1938) online free
- Boyd Hilton, *A Mad, Bad, and Dangerous People?: England 1783-1846* (New Oxford History of England, 2008).
- Kenneth Baker, "George IV: a Sketch," *History Today* 2005 55(10): 30—36.
- Brock, Michael "William IV (1765—1837)", *Oxford Dictionary of National Biography*, (2004) doi:10.1093/ref:odnb/29451
- Jeremy Black, *A military history of Britain: from 1775 to the present* (2008), pp. 74—77

**Semester: 04**

**Teaching Unit: Discovery**

**Module: Civilisations of the Target Language**

**Credits: 02**

**Coefficient: 02**

### **Course Objectives**

Improve students' knowledge of the English language through American life and history

### **Prerequisite**

- General knowledge of different civilizations and cultures

### **Subject Contents**

- .The American Revolution
- .causes and effects
- .Westward Expansion
- .The American Civil War
- .The Reconstruction Era
- .The U.S Government

### **Assessment**

50% - 50% (Written exams and continuous Assessment)

### **Sources and references**

- Härmäläinen, Pekka (December 2003). ["The Rise and Fall of Plains Indians Horse Cultures"](#). The Journal of American History. American Historical Association, Organization of American Historians, University of Illinois Press, National Academy Press. Retrieved April 27, 2011.
- ↑ Johnston, Robert D. (2002). [The Making of America: The History of the United States from 1492 to the Present](#). National Geographic. p. 13. ISBN 978-0-7922-6944-1.
- ↑ Jones, Gwyn (1986). [The Norse Atlantic Saga: Being the Norse Voyages of Discovery and Settlement to Iceland, Greenland, and North America](#). Oxford University Press. ISBN 978-0-19-285160-4.

- [↑](#) \* Blum, John M. (1985). [The National Experience: A History of the United States](#). William S. McFeely, Edmund S. Morgan, Arthur M. Schlesinger, Jr., Kenneth M. Stampp, and C. Vann Woodward (6th ed.). p. 18. ISBN 978-0-15-565664-2.
- [↑](#) Boyer, Paul (1995). [The American Nation](#). Austin, TX: Holt, Rinehart and Winston. pp. 59—61. ISBN 978-0-03-074512-6.
- [↑](#) Davis, Kenneth C. (2002). Don't Know Much About American History. HarperCollins. ISBN

### L3 (S5+S6)

**Semester: 05**

**Teaching Unit: Fundamental**

**Module: Linguistics**

**Credits: 04**

**Coefficient: 02**

**Course Objective**

- To develop students theoretical knowledge about the discipline

**Subject Contents**

Introduction to Sociolinguistics

- 1.1: What is Sociolinguistics?
- 1.2: Brief history of sociolinguistics
- 1.3: Micro sociolinguistics and macro sociolinguistics
- 1.4: Basic concepts in sociolinguistics

Language Use In Society

- 2.1: Speech Communities
- 2.2: Language varieties

### 2.3: Code Mixing, Code Switching and borrowing

#### Language Variation In Society

##### 3.1: Pidgins and Pidginisation

##### 3.2: Creoles and Creolization

##### 3.3: Lingua franca

#### Language Forms In Society

##### 4.1: Language and Class

##### 4.2: Monolingualism and Bilingualism

##### 4.3: Language Contact and Multilingualism

##### 4.4: Diglossia and Polyglottism

#### Language planning and policy

##### 5.1: Some definitions

##### 5.2: Types of language planning

##### 5.3: The process of language planning

##### 5.4: Decision making and language policy

***N.B-***Each unit should be based on selected readings, upon which students should write a linguistic essay in general and for each unit in particular.

- Courses should be based on reflections and discussions of the points tackled.

(not dictation-based course, or handouts ).

- Use video-based course to support your lectures and motivate your learners.

#### **Assessment**

50% - 50% (Written exams and continuous Assessment)

## Sources and references

**Semester: 06**

**Teaching Unit: Fundamental**

**Module: Linguistics**

**Credits: 04**

**Coefficient: 02**

## Course Objective

- To develop students theoretical knowledge about the discipline

## Subject Contents

1. Introduction to psycholinguistics (origin, definitions, concepts and issues)
2. The nature of human language as cognitive and communicative system
3. Language, culture and thought
4. Theories of first language acquisition
  - 4.1 The nature vs. nurture debate: behaviorism or an innate capacity for acquisition?
  - 4.2 The Social Theory of Language Acquisition
  - 4.3 The cognitive basis of language.
5. Language comprehension and production.
6. Language loss

***N.B-**Each unit should be based on selected readings, upon which students should write a linguistic essay in general and for each unit in particular.*

*- Courses should be based on reflections and discussions of the points tackled.*

*(not dictation-based course, or handouts ).*

*- Use video-based course to support your lectures and motivate your learners.*



## Assessment

50% - 50% (Written exams and continuous Assessment)

## Sources and references

1-Field, John (2003) *Psycholinguistics*, London and New York: Routledge

2-Harley, Trevor (2001) *The Psychology of Language: From Data to Theory*, Hove and New York: Psychology Press Ltd.

3-Steinberg, Danny, Hiroshi Nagata and David Aline (2001, 2<sup>nd</sup>ed.) *Psycholinguistics: Language, Mind and World*, Harlow: Longman.

## Semester: 05

### Teaching Unit: Fundamental

### Module: Literature: Theory and Practice

Credits: 4

Coefficient: 2

### Course Objectives

-Improve students' knowledge and practice of the analysis of contemporary literary texts.

### Prerequisite

-Knowledge and strategies acquired from S1 to S4

- Mastery of English

### Subject Contents

- Modernism:
- The Dead By James Joyce
- Joseph Conrad's Heart of Darkness
- Slave Narratives: Narrative of the Life of Frederick Douglass An American Slave

### Assessment

50% - 50% (Written exams and continuous Assessment)

### Sources and references

- Cuddon, J. A. *The Penguin Dictionary of Literary Terms and Literary Theory*, London: Penguin, 1999.
- Eagleton, Terry. *Literary Theory: An Introduction*. London: Blackwell, 1996.
- Leitch, Vincent B. Ed. *The Norton Anthology of Theory and Criticism*. New York & London: Norton & Company, 2001.
- Lodge, David. Ed. *Modern Criticism and Theory*. London & New York: Longman, 1988.
- Rivkin, Julie and Ryan, Michael. *Literary Theory: An Anthology*. Oxford and Carlton: Blackwell Publishing, 2004.

### Semester: 06

### Teaching Unit: Fundamental

### Module: Literature: Theory and Practice

Credits: 4

Coefficient: 2

### Course Objectives

-Improve students' knowledge and practice of the analysis of contemporary literary texts.

### Prerequisite

- Knowledge and strategies acquired from S1 to S4
- Mastery of English

## Subject Contents

- 20th century African American literature
- Richard Wright "The Ethics of Living Jim Crow" —
- Integrationists: James Baldwin "Autobiographical Notes"
- 20th century poetry
- W. B. Yeats "The Second Coming"
- T. S. Eliot The Waste Land

## Assessment

50% - 50% (Written exams and continuous Assessment)

## Sources and references

- Cuddon, J. A. *The Penguin Dictionary of Literary Terms and Literary Theory*, London: Penguin, 1999.
- Eagleton, Terry. *Literary Theory: An Introduction*. London: Blackwell, 1996.
- Leitch, Vincent B. Ed. *The Norton Anthology of Theory and Criticism*. New York & London: Norton & Company, 2001.
- Lodge, David. Ed. *Modern Criticism and Theory*. London & New York: Longman, 1988.
- Rivkin, Julie and Ryan, Michael. *Literary Theory: An Anthology*. Oxford and Carlton: Blackwell Publishing, 2004.

**Semester: 05**

**Teaching Unit: Fundamental**

**Module: Civilisation, Culture and Interculturality1**

**Credits: 4**

**Coefficient: 2**

**Course Objectives**

- Develop students' knowledge of the twentieth century era
- Analyse civilization texts

### **Prerequisite**

- knowledge of former periods acquired from S1 to S4

### **Subject Contents**

The Edwardian Era

Britain during WWI

The Inter-war period

Britain during WWII

post War Era

Tutorial activities: Study of selected texts

### **Assessment**

50% - 50% (Written exams and continuous Assessment)

### **Sources and references**

- Simon Schama, *A History of Britain: At the Edge of the World, 3500 BC — 1603 AD* (2000)
- Peter Salway, *Roman Britain: a very short introduction* (Oxford UP, 2015).
- Copeland, Tim (2014). *Life in a Roman Legionary Fortress*. Amberley Publishing Limited. p. 14.
- Gerald Harriss, *Shaping the Nation: England 1360-1461* (New Oxford History of England) (2005).
- J. Steven Watson, *The Reign of George III, 1760-1815* (Oxford History of England) (1960) online free to borrow.
- Gerard O'Brien, "The Grattan Mystique." *Eighteenth-Century Ireland/Iris an dá chultúr*(1986): 177-194 online.
- Roger Knight, *Britain Against Napoleon: The Organization of Victory, 1793-1815* (2014)
- Roy Adkins, *Nelson's Trafalgar: The Battle That Changed the World* (2006)
- David A. Bell, *The First Total War: Napoleon's Europe and the Birth of Warfare as We Know It* (2007)
- J. M. Thompson, *Napoleon Bonaparte: His rise and fall* (1951) pp 235-40
- R.E. Foster, *Wellington and Waterloo: The Duke, the Battle and Posterity 1815-2015*(2014)
- Jeremy Black, *The War of 1812 in the Age of Napoleon* (2009)
- E.L. Woodward, *The Age Of Reform 1815-1870* (1938) online free
- Boyd Hilton, *A Mad, Bad, and Dangerous People?: England 1783-1846* (New Oxford History of England, 2008).
- Kenneth Baker, "George IV: a Sketch," *History Today* 2005 55(10): 30—36.
- Brock, Michael "William IV (1765—1837)", *Oxford Dictionary of National Biography*, (2004) doi:10.1093/ref:odnb/29451
- Jeremy Black, *A military history of Britain: from 1775 to the present* (2008), pp. 74—77

- William W. Kaufmann, British policy and the independence of Latin America, 1804–1828(1967)
- Will Kaufman and Heidi Slettedahl Macpherson (eds). Britain and the Americas: culture, politics, and history (2004), pp. 465–68

**Semester: 06**

**Teaching Unit: Fundamental**

**Module: Civilisation, Culture and InterculturalityI**

**Credits: 4**

**Coefficient: 2**

**Course Objectives**

- Develop students' knowledge of the twentieth century era
- Analyse civilization texts

**Prerequisite**

- knowledge of former periods acquired from S1 to S4

**Subject Contents**

The Progressive Era

.The U.S during WWI

.The Inter-war period

.1920s (the roaring 20s)

. 1930s (the Great Depression)

.The U.S during WWII

. Post War Era

.1960s

. The Civil Rights Movement

Tutorial activities: Study of selected texts

## Assessment

50% - 50% (Written exams and continuous Assessment)

## Sources and references

- Hämäläinen, Pekka (December 2003). "[The Rise and Fall of Plains Indians Horse Cultures](#)". The Journal of American History. American Historical Association, Organization of American Historians, University of Illinois Press, National Academy Press. Retrieved April 27, 2011.
- [↑](#) Johnston, Robert D. (2002). [The Making of America: The History of the United States from 1492 to the Present](#). National Geographic. p. 13. ISBN 978-0-7922-6944-1.
- [↑](#) Jones, Gwyn (1986). [The Norse Atlantic Saga: Being the Norse Voyages of Discovery and Settlement to Iceland, Greenland, and North America](#). Oxford University Press. ISBN 978-0-19-285160-4.
- [↑](#) \* Blum, John M. (1985). [The National Experience: A History of the United States](#). William S. McFeely, Edmund S. Morgan, Arthur M. Schlesinger, Jr., Kenneth M. Stampp, and C. Vann Woodward (6th ed.). p. 18. ISBN 978-0-15-565664-2.
- [↑](#) Boyer, Paul (1995). [The American Nation](#). Austin, TX: Holt, Rinehart and Winston. pp. 59—61. ISBN 978-0-03-074512-6.
- [↑](#) Davis, Kenneth C. (2002). Don't Know Much About American History. HarperCollins. ISBN 978-0-06-084056-3.

**Semester: 05**

**Teaching Unit: Fundamental**

**Module: Didactics**

**Credits: 04**

**Coefficient: 02**

## Course Objectives

- To develop the students' knowledge and skills to teach English as a foreign language at the middle and the secondary school.

- To demonstrate an understanding of teaching as a system of interrelated elements (objectives, content, method, media, assessment...).
- To demonstrate appropriate skills for teaching the four skills, grammar and vocabulary.

### **Prerequisite**

- Basic knowledge of language and language learning theories.
- A good mastery of spoken and written English.

### **Subject Contents**

An Introduction to Didactics: the learner and teacher

A Systematic Approach to Teaching

Approaches, Methods and Techniques

Curriculum and Syllabus

Aims/ Goal and Objectives

Content Organisation and Selection

Material and Media

### **Assessment**

50% - 50% (Written exams and continuous Assessment)

### **Sources and references**

Harmer, J. (2007). *The Practice of English Language Teaching* (4<sup>th</sup> edition). England: Longman

Brown, H. D. (2007). *Principles of Language Teaching and Learning* (5<sup>th</sup> edition). New York: Pearson education

Richards, J. & Rodgers, T. (2001). *Approaches and Methods in Language Teaching* (2<sup>nd</sup> edition). Cambridge: Cambridge University press

Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and principles in language teaching* (3<sup>rd</sup> ed.). Oxford University Press.

Renshaw, Jason (2007), *Boost! Speaking*, Longman, Hong Kong

Richards, J. C., & Rodgers, T. S. (2014). Approaches and methods in language teaching (3rd ed.). Cambridge University Press.

Thornbury, Scott, (1999). How to teach grammar. Harlow: Longman

**Semester: 06**

**Teaching Unit: Fundamental**

**Module: Didactics**

**Credits: 04**

**Coefficient: 02**

### **Course Objectives**

- To develop the students' knowledge and skills to teach English as a foreign language at the middle and the secondary school.
- To demonstrate an understanding of teaching as a system of interrelated elements (objectives, content, method, media, assessment...).
- To demonstrate appropriate skills for teaching the four skills, grammar and vocabulary.

### **Prerequisite**

- Basic knowledge of language and language learning theories.
- A good mastery of spoken and written English.

### **Subject Contents**

#### **Lesson plan**

Teaching/	learning	the	receptive	skills	(Listening	and	Reading)
Teaching/	learning	the	productive	skills	(Speaking	and	Writing)
Teaching		grammar			and		vocabulary

Assessment and evaluation

pre/ initial —in-service training



## Assessment

50% - 50% (Written exams and continuous Assessment)

## Sources and references

Harmer, J. (2007). *The Practice of English Language Teaching* (4<sup>th</sup> edition). England: Longman

Brown, H. D. (2007). *Principles of Language Teaching and Learning* (5<sup>th</sup> edition). New York: Pearson education

Richards, J. & Rodgers, T. (2001). *Approaches and Methods in Language Teaching* (2<sup>nd</sup> edition). Cambridge: Cambridge University press

Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and principles in language teaching* (3rd ed.). Oxford University Press.

Renshaw, Jason (2007), *Boost! Speaking*. Longman, Hong Kong

Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.

Thornbury, Scott, (1999). *How to teach grammar*. Harlow: Longman

## Semester: 05

### Teaching Unit: Fundamental

**Module:** English for specific purposes

**Credits:** 02

**Coefficient:** 01

### Course Objectives

- Introducing the students to the main concepts of teaching English for specific purposes.
- To demonstrate the main differences between general English and ESP
- Conducting a Needs Identification and Analysis process

### Prerequisite

- Basic knowledge of language, linguistics and didactics.

## **Subject Contents**

The origins of ESP

Development of ESP

Difference between ESP and EGP

Types of ESP

ESP definitions

Needs analysis in ESP

Types of needs

Needs analysis procedure

## **Assessment**

50% - 50% (Written exams and continuous Assessment)

## **Sources and references**

- Basturkmen, H. (2006). *Ideas and Options in English for Specific Purposes*. London and New jersey: ESL and Applied Linguistic Professional Series: Eli Hinkel, Edition.
- Dudley-Evans, T. and St Johns, M. J. (1998) *Developments in ESP a Multi-Disciplinary Approach* Cambridge: Cambridge University Press.
- Hutchinson, T. and Waters, A. (1987) *English for Specific Purposes* Cambridge: CUP
- Richards, J. C. (2001) *Approaches and Methods in Language Teaching* 2nd Edition Cambridge: Cambridge University Press.

**Semester: 06**

**Teaching Unit: Fundamental**

**Module:** English for specific purposes

**Credits:** 02

**Coefficient:** 01

### **Course Objectives**

- Introducing the students to the main concepts of teaching English for specific purposes.
- To demonstrate the main differences between general English and ESP
- Conducting a Needs Identification and Analysis process

### **Prerequisite**

- Basic knowledge of language, linguistics and didactics.

### **Subject Contents**

Approaches to course design in ESP

Syllabus design

Material production

**NB.** Practice takes on presenting projects related to NIA in several Academic and professional contexts, course design according defined needs.

### **Assessment**

50% - 50% (Written exams and continuous Assessment)

### **Sources and references**

- Basturkmen, H. (2006). Ideas and Options in English for Specific Purposes. London and New jersey: ESL and Applied Linguistic Professional Series: Eli Hinkel, Edition.
- Dudley-Evans, T. and St Johns, M. J. (1998) *Developments in ESP a Multi-Disciplinary Approach* Cambridge: Cambridge University Press.

- Hutchinson, T. and Waters, A. (1987) *English for Specific Purposes* Cambridge: CUP
- Richards, J.C (2001) *Approaches and Methods in Language Teaching* 2nd Edition Cambridge: Cambridge University Press.

**Semester: 05**

**Teaching Unit: Methodology**

**Module: University Research Methodology**

**Credits: 4**

**Coefficient: 2**

### **Course Objectives**

- Initiation to the different methods and techniques of university work with a view to empowering students.
- Provide the student with the methodological tools necessary to conduct research.
- Develop students' critical thinking.
- Working in a team as well as individually

### **Prerequisite**

- To learn all the skills necessary for a research, writing a paper, searching bibliographical sources and note taking skills.
- Get the student to reinvest the methodological learnt skills in “TTU” for the two previous years in other subjects of research.
- Predisposition to work in collaboration with teammates.

### **Subject Contents**

Define the research project and its content.

- Research objectives
- The stages of university and scientific research
- Selecting a topic  
(Section criteria)
- Identifying a problem
  - Asking researchable questions
  - Formulating testable hypotheses

- Selecting target participants
- Documentary research and state of the art

## Assessment

50% - 50% (Written exams and continuous Assessment)

## Sources and references

- 1- <http://www.experiment-resources.com/research-methodology.html>
- 2- Jim D. Lester and James D.Lester, *Writing Research Papers (Perfect) (13th Edition)* (2001)
- 3- James D. Lester and Jim D. Lester, *Writing Research Papers*, (2005)
- 4- Phyllis Goldenberg, [\*Writing A Research Paper: A Step-by-Step Approach \(Sadlier-Oxford Student Guides\)\*](#) (2000)
- 5- *-Yogesh Kumar Singh 2006.- Fundamental of Research Methodology and Statistics, New Age International Publishers, New Delhi.*
- 6- *-Sherri L. Jackson 2010.Research Methodology: A modular Approach, Jacksonville University.USA*

**Semester: 06**

**Teaching Unit: Methodology**

**Module: University Research Methodology**

**Credits: 4**

**Coefficient: 2**

## Course Objectives

- Initiation to the different methods and techniques of university work with a view to empowering students.
- Provide the student with the methodological tools necessary to conduct research.
- Develop students' critical thinking
- Working in a team as well as individually

## Prerequisite

- To learn all the skills necessary for a research, writing a paper, searching bibliographical sources and note taking skills.
- Get the student to reinvest the methodological learnt skills in “TTU” for the two previous years in other subjects of research.
- Predisposition to work in collaboration with teammates.

## Subject Contents

- Data collection procedures.
- Selecting appropriate tools for meaningful data.
  - -questionnaire-
  - -Observation-
  - Interview-
  - Written, oral and digital corpora
- Data analysis
  - Types of analysis (content, qualitative, quantitative ...)
  - Drawing conclusion

## Assessment

50% - 50% (Written exams and continuous Assessment)

## Sources and references

1. <http://www.experiment-resources.com/research-methodology.html>
2. Jim D. Lester and James D.Lester, Writing Research Papers (Perfect) (13th Edition) (2001)
3. James D. Lester and Jim D. Lester, Writing Research Papers, (2005)
4. Phyllis Goldenberg, Writing A Research Paper: A Step-by-Step Approach (Sadlier-Oxford Student Guides) (2000)
5. -Yogesh Kumar Singh 2006.- Fundamental of Research Methodology and Statistics, New Age International Publishers, New Delhi.
6. -Sherri L. Jackson 2010.Research Methodology: A modular Approach, Jacksonville University.USA

**Semester: 05**

**Teaching Unit: Methodology**

**Module: Reading and Writing Workshop**

**Credits: 04**

**Coefficient: 02**

### **Course Objectives**

Able to read and analyse different supports in relations with linguistic, cultural and literary

### **Prerequisite**

Students should be able to develop different types of essays.

### **Subject Contents**

- -Develop creative writing
- - Portfolios- E-Portfolios
- - Department paper (executed in pairs and groups)
- - Picture and caricatures talks
- - Letter writing- Emails- CVs Reports (meetings, visits, books and films)

### **Assessment**

100% continuous Assessment

### **Sources and references**

According to students need different sources can be used by to develop creative writing

**Semester: 06**

**Teaching Unit: Methodology**

**Module: Reading and Writing Workshop**

**Credits: 04**

**Coefficient: 02**

## **Course Objectives**

Able to read and analyse different supports in relations with linguistic, cultural and literary

## **Prerequisite**

Students should be able to develop different types of essays.

## **Subject Contents**

- 
- — Information/news about University, Faculty and department (reporting, describing and narrating about daily life at the university like reporting about: study day, conference and students' party etc..
- -Analyzing TV reports, songs or movies

## **Assessment**

100% continuous Assessment

## **Sources and references**

According to students need different sources can be used by to develop creative writing

**Semester: 05**

**Teaching Unit: Methodology**

**Module: Oral communication practices**

**Credits: 01**

**Coefficient: 01**

## **Course Objectives**

By completing this course, students will be able to:



- Develop the critical thinking about oral communication, both in interpersonal and group settings.
- Appreciate intercultural forms of communication and presentations
- Assess speaking situations and audiences
- Gain experience in delivering basic and professional presentations.

### **Prerequisite**

Students should have a good mastery of the four language skills

### **Subject Contents**

- Public speaking
- Argumentation (reasoning, analysis, evidence and refutation)
- Oral documentary
- Online presentations
- Oral communication for technical fields
- Oral communication for medical fields

### **Assessment**

100% continuous Assessment

### **Sources and references**

- Briggs. C.I and Dummett. P.C. (1996). Skills Plus- Listening and Speaking- Advanced. Macmillan Heinemann.
- Jaffe. C.I. (2016). Public Speaking Concepts and Skills for a Divers Society. Cengage Learning: USA.
- Devito.J.A. (2009). The Essential Elements of Public Speaking- 3<sup>rd</sup> Edition. Pearson.

**Semester: 06**

**Teaching Unit: Methodology**

**Module: Oral communication practices**

**Credits: 01**

**Coefficient: 01**

## **Course Objectives**

By completing this course, students will be able to:

- Develop the critical thinking about oral communication, both in interpersonal and group settings.
- Appreciate intercultural forms of communication and presentations
- Assess speaking situations and audiences
- Gain experience in delivering basic and professional presentations.

## **Prerequisite**

Students should have a good mastery of the four language skills

## **Subject Contents**

- Oral communication for legal fields
- Oral communication for tourism and hospitality industry
- Trip report
- Carrying out a survey on news reading habits
- Producing a radio or TV news programme

## **Assessment**

100% continuous Assessment

## **Sources and references**

- Briggs. C.I and Dummett. P.C. (1996). Skills Plus- Listening and Speaking- Advanced. Macmillan Heinemann.
- Jaffe. C.I. (2016). Public Speaking Concepts and Skills for a Divers Society. Cengage Learning: USA.
- Devito.J.A. (2009). The Essential Elements of Public Speaking- 3<sup>rd</sup> Edition. Pearson.

## **Semester: 05**

## **Teaching Unit: Discovery**

## **Module: Translation / National Language2**

## **Credits: 02**

**Coefficient: 02**

### **Course Objectives**

Permettre à l'étudiant de comprendre le processus traductif et connaître les techniques utilisées lors du transfert **du sens** de la langue nationale vers la langue d'étude et vice versa afin d'effectuer des traductions respectant le sens et le génie **de la langue, ainsi que de produire des traductions correctes et compréhensibles. Ce passage sera effectué au niveau de la phrase puis sur le niveau textuel.**

### **Connaissances préalables recommandées**

- Connaissance des systèmes linguistiques de la langue nationale et la langue d'étude.
- maîtrise de langue(s) nationale(s) et langue d'étude.

### **Contenu de la matière :**

- Le concept de la **traduction**
- Aperçu sur les théories de la traduction
- Le traducteur et ses compétences
- Techniques directes et indirectes de la traduction
- La notion de l'équivalence
- Les étapes de l'opération traduisante
- Typologie textuelle en relation avec la traduction (Théorie fonctionnelle).
- Traduire des phrases simples et complexes ( langue(s) nationale (s) et langue d'étude.
- Traduire des expressions idiomatiques ( langue(s) nationale (s) et langue d'étude.
- Traduire des proverbes (langue(s) nationale (s) et langue d'étude.

**Mode d'évaluation :** 50%50%Contrôle continu+ examen

### **Références bibliographiques(Livres et polycopiés, sites internet, etc) :**

Baker, Mona, *In other words : a coursebook on translation*, Routledge , London, 1992

Basil Hatim and Jeremy Munday. *Translation an advanced resource book*. Routledge. London. 2004.

*Delisle, Jean, La traduction raisonnée*, Manuel d'initiation à la traduction professionnelle de l'anglais vers le français, Presses Universitaire d'Ottawa, 3 éd, 2013.

Jeremy, Monday and Basil Hatim, *Introduction to translation studies*, published by Routledge ,London,2001 ,

House, J. *Translation quality assessment : a model revisited*. Gunter Nav Verlag. Germany.1997.

Jakobson, R, *On a linguistic aspects of translation*, 114, in *The Translation Studies Reader* Edited by Lawrence Venuti, Routledge ,London,2000

*Lederer ,M. correspondances et équivalences : faits de langue et faits de discours en traduction in identité, altérité, équivalences. Lettres modernes minard.Paris.2002.*

## **Semester: 06**

### **Teaching Unit: Discovery**

## **Module: Translation / National Language2**

**Credits: 02**

**Coefficient: 02**

### **Course Objectives**

Permettre à l'étudiant de comprendre le processus traductif et connaître les techniques utilisées lors du transfert du sens de la langue nationale vers la langue d'étude et vice versa afin d'effectuer des traductions respectant le sens et le génie de la langue, ainsi que de produire des traductions correctes et compréhensibles. Ce passage sera effectué au niveau de la phrase puis sur le niveau textuel.

### **Connaissances préalables recommandées**

- Connaissance des systèmes linguistiques de la langue nationale et la langue d'étude.

-maitrise de langue(s) nationale(s) et langue d'étude.

### **Contenu de la matière :**

- Traduire des textes portant sur la culture (s) et civilisation(s) nationale (s) vers la langue d'étude.
- Traduire des textes littéraires de langue(s) nationale(s) vers la langue d'étude
- Traduire des textes journalistiques en langue(s) nationale(s) et en langue d'étude.
- Traduire des textes économiques (langue(s) nationale(s) et en langue d'étude.
- Traduire des textes journalistiques (langue(s) nationale(s) et en langue d'étude.
- Traduire des textes politiques (langue(s) nationale(s) et en langue d'étude.
- Traduire des textes juridiques (langue(s) nationale(s) et en langue d'étude.
- Traduire des textes scientifiques (langue(s) nationale(s) et en langue d'étude.

**Mode d'évaluation :** 50%50%Contrôle continu+ examen

**Références bibliographiques**(*livres et photocopies, sites internet, etc*) :

Basil Hatim and Jeremy Munday. Translation an advanced resource book. Routledge. London. 2004.

Delisle, Jean, *La traduction raisonnée*, Manuel d'initiation à la traduction professionnelle de l'anglais vers le français, Presses Universitaire d'Ottawa, 3 éd, 2013.

Jeremy, Munday and Basil Hatim, Introduction to translation studies, published by Routledge, London, 2001, House, J. Translation quality assessment : a model revisited. Gunter Nav Verlag, Germany. 1997.

Jakobson, R, On a linguistic aspects of translation, 114, in The Translation Studies Reader Edited by Lawrence Venuti, Routledge, London, 2000

Lederer, M. *correspondances et équivalences : faits de langue et faits de discours en traduction in identité, altérité, équivalences. Lettres modernes minard. Paris. 2002.*

*Collection traducto. 2 éditions . De Boeck. Belgique. 2010.*

Reiss, Katharina *.La critique des traductions, ses possibilités et ses limites, trad de l'Allemand par C. Bocquet. Artois presses université ; collection Traductologie, France, 2003*

Reiss, Katharina, Problématiques de la traduction. Pré, L'admiral Jean René. Trad Bocquet, A, Catherine. Editions 1990 .

Soignet, Michel . Le français juridique. Hachette livre. Paris. 2003

**Semestre :5**

**Unité d'enseignement : Transversale**

**Matière : Entrepreneurial**

**Crédits : 1**

**Coefficient : 1**

**Objectifs de l'enseignement**

-Inciter l'étudiant à être attentif aux enjeux sociétaux, économiques, politiques et environnement aussi bien au fil de ses études que dans ses pratiques et perspectives professionnelles.

- Connaître les concepts, le vocabulaire et les outils de l'entrepreneuriat et la gestion de projets.

-Mettre en œuvre la démarche la gestion de projets.

- Découvrir l'entreprise dans ses aspects sociaux, technico-économiques et organisationnels
- Développer des compétences professionnelles et relationnelles

### Connaissances préalables recommandées

- Avoir des compétences linguistiques, méthodologiques et transversales, liées au développement de méthodes de travail, d'initiation à la recherche et de traitement de l'information, permettant de réaliser progressivement un projet
- Avoir des connaissances générales sur le contexte professionnel.

### Contenu de la matière :

- Concepts fondamentaux de l'entreprise
- Description des types de projets, des phases et des outils de planification et de contrôle.
- Faisabilité, planification, réalisation et évaluation a posteriori des projets
- Fonctions d'une entreprise (Financières, Ressources humaine, marketing)
- Acteurs économiques de la constitution et la transformation d'une entreprise
- Critères de la classification d'une entreprise (forme juridique, les origines de capitaux)
- Type d'organisation d'une entreprise
- Environnement (interne/externe) d'une entreprise

**Mode d'évaluation :** 100% CC

### Références bibliographiques

- BOILANDELLE, H.M, *Dictionnaire de gestion : vocabulaire, concepts et outils*, Ed Economica, Paris 1998
- FAYOLLE, A, *Entrepreneuriat : Apprendre à entreprendre*, Edition Dunod, Paris,2004
- FAYOLLE, A, *Introduction à l'entrepreneuriat*, Edition Dunod, Paris, 2005
- BENACHENHOU, A, *Les entrepreneurs algériens*, Alpha Design, Alger, 2007
- BOUYAKOUB, A, *Entrepreneur et PME, approche algéro-française*, Paris, Ed Harmattan, 2004
- CARPON, H, *Entrepreneuriat et création d'entreprise, facteurs déterminent de l'esprit d'entreprise*, Ed, Boeck, Paris, 2009
- CHABAUD, D et al (2010), « Vers de nouvelles formes d'accompagnement ? » In, Revue de l'Entrepreneuriat, N°2 Vol. 9, p1-5.
- Groupe Conseil Continuum, *Guide pratique de la gestion de la diversité culturelle en emploi*, Québec, 2005
- KHELADI, M, *Le développement local*. Ed, OPU, Alger, 2012
- TEMMAR, H. A , *La transition de l'économie émergente : Références théoriques, stratégies et politiques*. Ed, OPU, Alger. 2010
- [www.entrepreneuriat.com](http://www.entrepreneuriat.com)

**Semestre:** 6

**Unité d'enseignement :** Transversale

**Matière : Entrepreneurial**

**Crédits : 1**

**Coefficient : 1**

**Objectifs de l'enseignement**

- Inciter l'étudiant à être attentif aux enjeux sociétaux, économiques, politiques et environnement aussi bien au fil de ses études que dans ses pratiques et perspectives professionnelles.
- Connaître les concepts, le vocabulaire et les outils de l'entrepreneuriat et la gestion de projets.
- Mettre en œuvre la démarche la gestion de projets.
- Découvrir l'entreprise dans ses aspects sociaux, technico-économiques et organisationnels
- Développer des compétences professionnelles et relationnelles

**Connaissances préalables recommandées**

- Avoir des compétences linguistiques, méthodologiques et transversales, liées au développement de méthodes de travail, d'initiation à la recherche et de traitement de l'information, permettant de réaliser progressivement un projet
- Avoir des connaissances générales sur le contexte professionnel.

**Contenu de la matière :**

Le contenu du semestre 6 est à orienter vers les domaines liés aux langues, à la gestion du patrimoine littéraire, au patrimoine culturel et au développement local spécifique à la région et qui a un impact socio-économique et qui contribuent à de futures possibilités d'emploi ou à l'ouverture de projets privés. Initialement, l'accent sera mis sur le E-commerce dans les axes suivants:

- \* L'entrepreneuriat et la définition du patrimoine littéraire à travers des projets privés
- \* Entrepreneuriat et création d'institutions d'enseignement des langues étrangères
- \* Entrepreneuriat dans le domaine de la recherche scientifique (création et mise en place de plateformes de recherche scientifique pour préserver et valoriser le patrimoine culturel, et pour suivre et mettre à jour les informations culturelles, organisationnelles, professionnelles ...

\* Entrepreneuriat liée à l'édition et la commercialisation du livre.

**Mode d'évaluation : 100% CC**

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