

REPUBLIQUE ALGERIENNE DEMOCRATIQUE ET POPULAIRE

**MINISTERE DE L'ENSEIGNEMENT SUPERIEUR
ET DE LA RECHERCHE SCIENTIFIQUE**

HARMONISATION

OFFRE DE FORMATION MASTER

ACADEMIQUE

Etablissement	Faculté / Institut	Département
Université Larbi Ben M'Hidi, Oum El Bouaghi	Faculté des Lettres et des Langues	Département d'Anglais

Domaine : Lettres et Langues Etrangères

Filière : Langue Anglaise

Spécialité : Littérature et Civilisation

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التعليم العالي و البحث العلمي

مواصفة عرض تكوين

ماستر أكاديمي

المؤسسة	الكلية/ المعهد	القسم
جامعة العربي بن مهيدي أم البواقي	كلية الآداب و اللغات	لغة انجليزية

الميدان : الاداب و اللغات الاجنبية

الشعبة : لغة انجليزية

التخصص: أدب و حضارة

SOMMAIRE

I - Fiche d'identité du Master	-----
1 - Localisation de la formation	-----
2 - Partenaires de la formation	-----
3 - Contexte et objectifs de la formation	-----
A - Conditions d'accès	-----
B - Objectifs de la formation	-----
C - Profils et compétences visées	-----
D - Potentialités régionales et nationales d'employabilité	-----
E - Passerelles vers les autres spécialités	-----
F - Indicateurs de suivi de la formation	-----
G - Capacités d'encadrement	-----
4 - Moyens humains disponibles	-----
A - Enseignants intervenant dans la spécialité	-----
B - Encadrement Externe	-----
5 - Moyens matériels spécifiques disponibles	-----
A - Laboratoires Pédagogiques et Equipements	-----
B- Terrains de stage et formations en entreprise	-----
C - Laboratoires de recherche de soutien au master	-----
D - Projets de recherche de soutien au master	-----
E - Espaces de travaux personnels et TIC	-----
II - Fiche d'organisation semestrielle des enseignements	-----
1- Semestre 1	-----
2- Semestre 2	-----
3- Semestre 3	-----
4- Semestre 4	-----
5- Récapitulatif global de la formation	-----
III - Programme détaillé par matière	-----
IV – Accords / conventions	-----

I – Fiche d'identité du Master
(Tous les champs doivent être obligatoirement remplis)

1 - Localisation de la formation :

Faculté (ou Institut) : Faculté des Lettres et des Langues

Département : D'Anglais

2- Partenaires de la formation *:

- autres établissements universitaires :

Néant

- entreprises et autres partenaires socio économiques :

Néant

- Partenaires internationaux :

Néant

* = Présenter les conventions

3 – Contexte et objectifs de la formation

A – Conditions d'accès (*indiquer les spécialités de licence qui peuvent donner accès au Master*)

Les Diplômes

Licence en Anglais LMD (3 années d'études)

Licence d'enseignement (classique), option Anglais (4 années d'études)

Autres

Nombre de places pédagogiques disponibles

Sélection des candidatures se fait sur la base de classement qui prend en considération le profil de la formation, évaluation, progression, compensation, rattrapage, redoublement, et sanctions disciplinaires

B - Objectifs de la formation (*compétences visées, connaissances pédagogiques acquises à l'issue de la formation- maximum 20 lignes*)

1. Knowledge

At term of this Master program of study, students will be able to:

Distinguish and describe important historical and literary periods relating to the United Kingdom and the United States and recognize the various actors who shaped the character of both countries;

Describe events and developments in Anglo-American history and literature in terms of causation, continuity, change;

Understand different interpretations and debates in history and literature;

Recognize the importance of sources (primary and secondary) in the production of historical and literary writings.

2. Skills

Students will be able to:

Recall facts and produce coherent historical and literary writings;

Think critically and produce rational oral arguments in the context of a class discussion;

Identify relevant literatures in specific fields and distinguish a good scholarship from poor one;

Respect ethical practices and observe scientific objectivity through regular written assignments of varying lengths.

Ultimately, the student should be able to formulate his/her own Master Mémoire and conduct research in a scholarly manner as this program represents a crucial step which opens up on doctoral research.

C – Profils et compétences métiers visés (*en matière d'insertion professionnelle - maximum 20 lignes*) :

This Master program seeks to further and deepen students' knowledge of Anglo-American histories and literatures.

History and literature are closely interrelated. Literature is the product of its times, i.e.: its context is always to some extent historical. But history too is literature, otherwise how may one classify Booker T. Washington's *Up from Slavery: An Autobiography* (1901) or Tony Blair's *A Journey: My Political Life* (2010)? The purpose of this project, therefore, is to present history and literature as a tandem. But why should one engage in such an educational program?

Although English as a language forms a significant part of this Master, its historical context looms high. In a global age where western values of political democracy and economic liberalism are sweeping the world, it is imperative for our students to get relevant knowledge about western societies, particularly the USA and the UK, so as to understand today's prevailing patterns and be able to approach them critically and analytically.

Acquiring English is necessary in our webbed environment but understanding the cultures lying behind it is even more so. Cultural studies provide our students with a cultural dimension needed in language acquisition; this will enable them to develop better understanding of the world around them. But this cannot be acquired without training students in appropriate methods and skills. Theoretical and methodological tools are hence introduced to enhance the students' ability to interact with other societal patterns that are alien to them.

All this is accompanied by the module of Teaching English as a Foreign Language which gives an opportunity to students of such specialty to develop a set of skills needed for the activity of foreign language teaching as well as modules which aim at making better citizens and professionals in the areas of legislation, entrepreneurship, and work ethics.

D- Potentialités régionales et nationales d'employabilité

Employability of the graduates of this Master is possible both at a regional as well as a national level. The market of employment is large enough to absorb them:

First, at a regional level, employment opportunities are offered at the various levels of national education. Although the urban areas seem to be fully provided for with English teachers, the remote rural areas are still in need for our university graduates.

Second, local economic actors, mainly those in the import-export trade, seem to favor graduates from our department; either for handling information on the web or accompanying them on their business trip abroad. Already, a number of Licence-Degree holders are employed as such.

Third, on a national level, foreign firms implanted in Algeria often seek to employ holders of a Master's degree in English. They occupy administrative positions and act as a link between an English-speaking management and a native labor force. This is the case of those active in the hydrocarbon sector and other building industries.

Last, the Master graduates have a predilection for post-graduate studies. Enrolling in a Master's degree qualifies for access to doctoral studies, hence the possibility of recruitment at a university level. At this level, there is a terrible lack of a qualified teaching staff at the Department of Letters and Foreign languages, University Larbi Ben M'Hidi (OEB), which is worsened by the growing numbers of Bac-holders who choose to join the English language section particularly. Our future Master graduates will certainly help as student-teachers while working on their doctoral dissertation.

E – Passerelles vers d'autres spécialités

Spécialité : Didactique des Langues Etrangères

- Reading Skills & Strategies
- Academic Writing
- Presentation Skills and Strategies

F – Indicateurs de suivi de la formation

This Master in “Anglo-American Studies” offers one form of personal research work: standardization of curriculum at term of which a written “Mémoire” is foreseen.

The study program is organized in terms of courses taken in charge by a lecturer and TD sessions meant for individual student work. The latter involves either the oral presentation of an assigned or chosen topic in relation with the course in question, the writing of a short research paper or book report/review (6-8 double spaced pages), or a fully investigated term paper (20-25 double spaced pages). In the different cases, the students are closely monitored by the teaching staff, both collectively and individually.

The second year is a crucial year which necessitates further tutoring as the student is required to accomplish a research project of some significant length. Already, in the third semester, the student chooses a research supervisor; together, they discuss eventual topics of interest to the student and in relation with the general framework of his curriculum. An ultimate Research Seminar in Anglo-American Studies (RSAAS) is structured for the purpose. By the end of the semester, the student should have a proposal ready at hand.

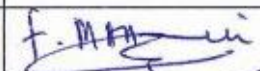
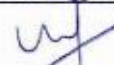
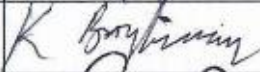
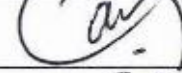
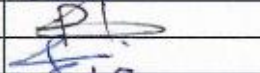
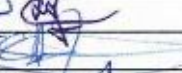
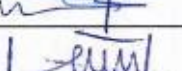
The fourth semester is fully dedicated to “Mémoire” writing. Meetings with supervisors will be held on a regular base and the student will be fully monitored throughout the full process of writing. By the end of the semester, the student should have completed his/her Master Mémoire—to be defended then before a “Jury”.

G – Capacité d’encadrement (donner le nombre d’étudiants qu’il est possible de prendre en charge) :

25 étudiants

4 – Moyens humains disponibles

A : Enseignants de l'établissement intervenant dans la spécialité :

Nom, prénom	Diplôme graduation + Spécialité	Diplôme Post graduation + Spécialité	Grade	Type d'intervention *	Emargement
MAAMERI Fatima	Licence en Anglais	Doctorat d'Etat Civilisation Anglo-Américaine	MC (A)	Séminaire, Cours Encadrement	
MERROUCHE Sarah	Licence en Anglais	Doctorat es Sciences Linguistics & TEFL	MC (A)	Cours/TD	
BOUGHRARA Lekhmissi	Licence en Anglais	Doctorat d'Etat Littérature Anglo-Américaine	MC (A)	Cours/TD Encadrement	
DALICHAOUACHE Abderahmane	Licence en Anglais	Magistère civilisation	MA (A)	Cours/TD Encadrement	
BOURI Hadj	Licence en Anglais	Magistère Linguistics Dialectology	MA (A)	Cours/TD	
ACHIRI Samia	Licence en Anglais	Magistère Literature	MA (B)	Cours/TD Encadrement	
GUENNAM Fatima	Licence en Anglais	Magistère Civilization	MA (A)	TD /Encadrement	
FILALI Billel	Licence en Anglais	Magistère Civilization	MA (A)	TD/ Encadrement	
Souaad ZERROUKI	Licence en Anglais	Magistère Applied Linguistics and TEFL	MA (B)	Cours/TD	
HAFSA Naima	Licence en Anglais	Magistère Literature	MA (B)	TD/ Encadrement	
BOUDJELIT Amina	Licence en Anglais	Magistère Civilization	MA (B)	TD /Encadrement	
HADDAD Mordjana	Licence en Anglais	Magistère Literature	MA (A)	TD /Encadrement	
AAID Salah Eddine	Licence en Anglais	Magistère Literature	MA (B)	TD/ Encadrement	
STITI Rynad	Licence en Anglais	Magistère Literature	MA (B)	TD/ Encadrement	
ZERROUKI Zina	Licence en Anglais	Magistère Literature	MA (B)	TD/ Encadrement	
HAMADOUCHE Mokhtar	Licence en Anglais	Doctorat LMD Linguistique Appliquée	MA (B)	Cours/TD	

* = Cours, TD, TP, Encadrement de stage, Encadrement de mémoire, autre (à préciser)

B : Encadrement Externe :

Etablissement de rattachement :

Nom, prénom	Diplôme graduation + Spécialité	Diplôme Post graduation + Spécialité	Grade	Type d'intervention *	Emargement

Etablissement de rattachement :

Nom, prénom	Diplôme graduation + Spécialité	Diplôme Post graduation + Spécialité	Grade	Type d'intervention *	Emargement

Etablissement de rattachement :

Nom, prénom	Diplôme graduation + Spécialité	Diplôme Post graduation + Spécialité	Grade	Type d'intervention *	Emargement

*** = Cours, TD, TP, Encadrement de stage, Encadrement de mémoire, autre (à préciser)**

5 – Moyens matériels spécifiques disponibles

A- Laboratoires Pédagogiques et Equipements : Fiche des équipements pédagogiques existants pour les TP de la formation envisagée (1 fiche par laboratoire)

Intitulé du laboratoire : Laboratoire de Langues

N°	Intitulé de l'équipement	Nombre	observations
1	Server (Sonako)	01	Fonctionnel
2	Postes de travail	30	Fonctionnels

❖ **Intitulé: Salle Multimédia**

Capacité en étudiants: 60

N°	Intitulé de l'équipement	Nombre	observations
1	postes de Télévision	02	Fonctionnels
2	Data Show	01	Fonctionnel
3	Lecteur DVD	01	Fonctionnel
4	Lecteurs Vidéo	02	Fonctionnels
5	Chaîne Stéréo	01	Fonctionnelle

❖ **Intitulé: Salle Informatique**

Capacité en étudiants: 20

N°	Intitulé de l'équipement	Nombre	observations
1	Micro-ordinateurs	20	Fonctionnels
2	Data Show	01	Fonctionnel
3	Lecteur DVD	01	Fonctionnel

❖ **Intitulé: Salle Internet/Enseignants**

Capacité: 15 postes

N°	Intitulé de l'équipement	Nombre	observations
1	Ordinateurs (avec connection internet)	15	Fonctionnels

❖ **Intitulé: Salle Internet/Etudiants**

Capacité: 15 postes

N°	Intitulé de l'équipement	Nombre	observations
1	Ordinateurs (avec connection internet)	15	Fonctionnels

B- Terrains de stage et formation en entreprise :

Lieu du stage	Nombre d'étudiants	Durée du stage
/	/	/
/	/	/
/	/	/
/	/	/
/	/	/
/	/	/
/	/	/
/	/	/
/	/	/
/	/	/

C- Laboratoire(s) de recherche de soutien au master :

Chef du laboratoire
N° Agrément du laboratoire
Date : Avis du chef de laboratoire :

Chef du laboratoire
N° Agrément du laboratoire
Date : Avis du chef de laboratoire:

D- Projet(s) de recherche de soutien au master :

Intitulé du projet de recherche	Code du projet	Date du début du projet	Date de fin du projet

E- Espaces de travaux personnels et TIC :

- Salle d'Internet ;
- Salle multimédia ;
- Salle d'informatique ;
- spingerLink ; cairns

II – Fiche d'organisation semestrielle des enseignements

(Prière de présenter les fiches des 4 semestres)

1- Semestre 1 :

Unité d'Enseignement	VHS	V.H hebdomadaire				Coeff	Crédits	Mode d'évaluation	
	14-16 sem	C	TD	TP	Autres			Continu	Examen
UE fondamentales									
UEF1(O/P) Civilization	90h								
Britain: The Making of the Modern World (MMW)		1 h 30	1 h 30			2	4	X	X
USA: The Making of a Nation (TMN)		1 h 30	1 h 30			2	4	X	X
UEF2(O/P) Literature	112h30								
Literary Criticism (LitC)		1h 30	3 h			3	6	X	X
Literary Theory (LitT)		1 h 30	1h 30			2	4	X	X
UE méthodologie									
UEM1(O/P)	45h								
Methodology of Research (MoR)		1 h 30	1 h30			2	4	X	X
UEM2(O/P)	60h								
Teaching English as a Foreign Language		1 h 30	1h			2	3	X	X
Reading Skills & Strategies (RSS)			1 h 30			1	2		X
UE découverte									
Cross-Cultural Communication (CCC)	45h	1 h 30	1 h30			2	2	X	X
UE transversales									
Legislation	22h30	1 h30				1	1		X
Total Semestre 1	375h					17	30		

2- Semestre 2 :

Unité d'Enseignement	VHS	V.H hebdomadaire				Coeff	Crédits	Mode d'évaluation	
	14-16 sem	C	TD	TP	Autres			Continu	Examen
UE fondamentales									
UEF1(O/P) Literature	90h								
History of British Literature (HBL)		1 h 30	1 h 30			2	4	X	X
History of American Literature (HAL)		1 h 30	1 h 30			2	4	X	X
UEF2(O/P) Civilization	112h30								
Contemporary Developments in Britain,(CDB)		1 h 30	3 h			3	6	X	X
America's Rise to Globalism (ARG)		1 h 30	1 h 30			2	4	X	X
UE méthodologie									
UEM1(O/P)	45h								
Methodology of Research (MoR)		1 h 30	1 h 30			2	4	X	X
UEM2(O/P)	60h								
Teaching English as a Foreign Language (TEFL)		1 h 30	1 h			2	3	X	X
Writing Skills & Strategies (WSS)			1 h 30			1	2		X
UE découverte									
Computer Assisted Language Learning (CALL)	45h	1 h 30	1 h 30			2	2	X	X
UE transversales									
Entrepreneurship	22h30	1 h 30				1	1		X
Total Semestre 2	375h					17	30		

3- Semestre 3 :

Unité d'Enseignement	VHS	V.H hebdomadaire				Coeff	Crédits	Mode d'évaluation	
	14-16 sem	C	TD	TP	Autres			Continu	Examen
UE fondamentales									
UEF1(O/P) Civilization									
British and American Government: A Comparative Approach (BAG)	112h30	1 h 30	3 h			3	6	X	X
Islamic Foundations of Western Civilization (IFWC)		1 h 30	1 h 30			2	4	X	X
UEF2(O/P) Literature	90h								
Post-Colonial Literature (PCL)		1 h 30	1 h 30			2	4	X	X
Introduction to Comparative Literature (ICL)		1 h 30	1 h 30			2	4	X	X
UE méthodologie									
UEM1(O/P)	60h								
Research Methodology Seminar			4 h			3	5	X	
UEM2(O/P)									
Presentation Skills & Strategies (PSS)	45h	1 h 30	1 h 30			2	4	X	X
UE découverte									
Teaching Culture in the EFL Class (TC)	45h	1 h 30	1 h 30			2	2	X	X
UE transversales									
Work Ethics and Professional Conducts	22h30	1 h 30				1	1		X
Total Semestre 3	375h					17	30		

4- Semestre 4 :

Domaine : Lettres et Langues Etrangères
Filière : Langue Anglaise
Spécialité : Littérature et Civilisation

Stage en entreprise sanctionné par un mémoire et une soutenance.

	VHS	Coeff	Crédits
Travail Personnel	/	/	/
Stage en entreprise	/	/	/
Séminaires	126h	7	4
Autre (préciser) Rédaction de Mémoire	625h	10	26
Total Semestre 4	751h	17	30

5- Récapitulatif global de la formation : (indiquer le VH global séparé en cours, TD, pour les 04 semestres d'enseignement, pour les différents types d'UE)

VH \ UE	UEF	UEM	UED	UET	Total
Cours	270h	112h30	67h30	67h30	517h30
TD	337h30	202h30	67h30	/	547h30
TP	/	/	/	/	/
Travail personnel	741h	360h	15h	8h	1124h
Autre (préciser) : Rédaction de Mémoire (UEF) & Seminar (UEM)	625h	126h	/	/	751h
Total	1973h30	801	135	67h30	3000
Crédits	79	32	6	3	120
% en crédits pour chaque UE	65.83%	26.67%	5%	2.5%	100%

III - Programme détaillé par matière (1 fiche détaillée par matière)

Intitulé du Master : Littérature et Civilisation**Semestre : 1****Intitulé de l'UE : EU Fondamentale (Civilisation)****Intitulé de la matière : Britain: The Making of the Modern World (MMW)****Crédits : 4****Coefficients : 2****Objectifs de l'enseignement:**

At term, the student will be able to develop and understand the basic narrative of modern British history (1815 to 1914) and synthesize and address the major events, ideas, and transformations in British religious, social, cultural, political and economic history.

Connaissances préalables recommandées:

Culture de la Langue, Civilisation de la Langue, Contacts et Relations de Cultures, Identités et Universalités, Documents Authentiques (Universels)

Contenu de la matière:

- Political revolution and stability
- The creation of national state structures
- The commercial and the industrial revolutions
- The modern British empire (nature, political economy, statecraft)
- Secularization, urbanization and modern cultural institutions
- Partisanship and parliamentary democracy

Mode d'évaluation: Contrôle continu et examen**Références:**

- Black, Jeremy. *Trade, Empire and British Foreign Policy, 1689-1815: Politics of a Commercial State*. Routledge, 2007.
- Burns, Arthur, eds. *Rethinking the Age of Reform Britain 1780–1850*. CUP, 2003.
- Collini, Stefan and Richard Whatmore, eds. *Economy, Polity, and Society: British Intellectual History, 1750–1950*. CUP, 2000.
- _____. *History, Religion, and Culture: British Intellectual History, 1750–1950*. CUP, 2000.
- Darhie, Richard. *A History of Britain: Key Events That Shaped Britain*. Arcturus, 2007.
- Darwin, John. *Empire Project: Rise and Fall of the British World-System, 1830-1970*. CUP, 2009.
- Harvie, Christopher and H. C. G. Matthew. *Nineteenth-Century Britain: A Very Short Introduction*. OUP, 2000.
- Lawrence, Jon. *Electing Our Masters: Hustings in British Politics from Hogarth to Blair*. OUP, 2009.
- Levine, Philippa. *The British Empire: Sunrise to Sunset*. Longman, 2007.
- Maameri, Fatima. *Great Britain: Domestic & Imperial History since the Eighteenth Century*. Université Larbi Ben M'Hidi, 2008.
- McCord, Norman and Bill Purdue. *British History, 1815–1914*, Second edition. OUP, 2007.
- Morgan, Kenneth. *Slavery and the British Empire: From Africa to America*. Oxford, 2007.
- Oakland, John. *British Civilization: An Introduction*, 5th ed. Routledge, 2002.
- Pollard, A. F. *The History of England: A Study in Political Evolution*. Dodo Press.
- Rojek, Chris. *Brit-myth: Who do the British think they are?* Reaktion Books, 2007.
- Wyatt, Lee T. *The Industrial Revolution*. Greenwood, 2008.
- Brown, Callum G. *Death of Christian Britain: Understanding Secularisation, 1800-2000*, 2nd ed. Routledge, 2009.
- <http://www.nationalarchives.gov.uk/>; <http://www.britishcouncilonline.org/>
<http://www.britannia.com/history/>

Intitulé du Master : : Littérature et Civilisation

Semestre : 1

Intitulé de l'UE : EU Fondamentales (Civilisation)

Intitulé de la matière : USA: The Making of Nation (TMN)

Crédits : 4

Coefficients : 2

Objectifs de l'enseignement:

By introducing major concepts, themes, and events in American history from the pre- Columbian period to the end of Reconstruction, this course aims at providing the students with the necessary background knowledge for understanding today's American culture.

Connaissances préalables recommandées:

Culture de la Langue, Civilisation de la Langue, Contacts et Relations de Cultures, Identités et Universalités, Documents Authentiques (USA)

Contenu de la matière:

- Colonization of North America (migration of people from Europe and Africa)
- Contact and interaction with Native Americans
- Formation of new societies, economies and institutions
- New political and social ideas in America and move toward independence
- Post-colonial developments
- Antebellum South, abolitionism, Civil War and Reconstruction

Mode d'évaluation: Contrôle continu et examen

Références:

Appleby, Joyce and al. *The American Vision, Student edition*. Glencoe/McGraw-Hill, 2008. Copelan, David A. *Antebellum Era: Primary Documents on Events from 1820 to 1860*. Greenwood Press, 2003.

Davies, Edward J. *The United States in World History*. Routledge, 2005.

Davis, Kenneth C. *Don't Know Much about History: Everything You Need To Know About American History but Never Learned*. HarperCollinsPublishers, 2003.

Finkelman, Paul, ed. *Milestone Documents in American History: Exploring the Primary Sources That Shaped America*, 4 vol. Schlager Group, 2008.

Greene, Jack P. *Pursuits of Happiness: Social Development of British Colonies and the Formation of American Culture*. University of North Carolina, 1988.

Grenier, John. *First Way of War: American War Making on the Frontier, 1607–1814*. CUP, 2005.

Loewen, James W. *Rethinking Our Past - Recognizing Facts, Fictions, and Lies in American History*, audiobook. Recorded Books, LLC., 2004.

Maameri, Fatima. *A History of the United States: From the Origins to the Civil War*. Université Mentouri, 2004.

Mauk, David. *American Civilization: An Introduction*, 4th ed. Routledge, 2005.

Nash, Gary B. *The Forgotten Fifth: African Americans in the Age of Revolution*. Harvard, 2006.

Nichols, Roger L. *American Indians in U.S. History*. University of Oklahoma, 2003.

Rosenfeld, Susan, ed. *Encyclopedia of American Historical Documents*. Facts on File, 2004.

Wallenfeldt, Jeff, ed. *Black Experience in America: From the Civil War to the Present*. Britannica Educational Publishing, 2011.

Wood, Gordon S. *Empire of Liberty: History of the Early Republic 1789-1815*. OUP, 2009.

<http://www.archives.gov/>; <http://www.loc.gov/library/libarch-digital.html>

Intitulé du Master : : Littérature et Civilisation

Semestre : 1

Intitulé de l'UE : EU Fondamentale (Littérature)

Intitulé de la matière : Literary Criticism (LitC)

Crédits : 6

Coefficients : 3

Objectifs de l'enseignement:

The course is meant to familiarise the students with the completely new outlook that the twentieth-century theoretical orientations bring about and to create an awareness of the array of schools of thought that define the contemporary theoretical scene.

Connaissances préalables recommandées:

Initiation à la Théorie et à la Critique Littéraire, Théories de la Littérature

Contenu de la matière:

What is Criticism?
New Criticism and Formalism
What Is Literary Theory?
Rhetoric and Reader Response
Structuralism and Semiotics
Deconstruction and Poststructuralism
Psychology and Psychoanalysis
Historical Critique
Feminism and Gender Studies
Cultural Criticism; Postcolonialism

Mode d'évaluation: *Contrôle continu et examen*

Références:

Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*.

Manchester University Press, 1995.

Bertens, Hans. *Literary Theory (The Basics)*, 2nd ed. Routledge, 2008.

Caws, Peter. *Structuralism: The Art of the Intelligible*. Humanities Press, 1988.

Culler, Jonathan. *Literary Theory: A Very Short Introduction*. OUP, 2000.

Dickstein, Morris. *Double Agent: The Critic and Society*. New York: O.U.P., 1992.

Hartman, Geoffrey H. *Saving the Text, Literature/Derrida/Philosophy*. Johns Hopkins

University Press, 1985.

Jauss, Hans Robert. *Toward an Aesthetic of Reception*. Brighton: Harvester Press, 1982.

Lodge, David, ed. *Modern Criticism and Theory, A Reader*. London: Longman, 1995.

Makaryk, Irena R., ed. *Encyclopedia of Contemporary Literary Theory: Approaches,*

Scholars, Terms. Toronto: U of Toronto P, 1993.

Natoli, Joseph, ed. *Tracing Literary Theory*. Chicago: U of Illinois P, 1987.

Righter, William. *The Myth of Theory*. Cambridge: Cambridge U. P., 1994.

Selden, Raman. *A Reader's Guide to Contemporary Literary Theory*, 5th ed. Longman,

2005.

Wolfreys, Julian. ed. *Introducing Literary Theories: A Guide and Glossary*. Edinburgh: Edinburgh University Press, 2003.

Intitulé du Master : : Littérature et Civilisation

Semestre : 1

Intitulé de l'UE : EU Fondamentale (Littérature)

Intitulé de la matière : Literary Theory (Lit T)

Crédits : 4

Coefficients : 2

Objectifs de l'enseignement:

The course is meant to familiarise the students with the completely new outlook that the twentieth-century theoretical orientations bring about and to create an awareness of the array of schools of thought that define the contemporary theoretical scene.

Connaissances préalables recommandées:

Initiation à la Théorie et à la Critique Littéraire, Théories de la Littérature

Contenu de la matière:

What is Criticism?
New Criticism and Formalism
What Is Literary Theory?
Rhetoric and Reader Response
Structuralism and Semiotics
Deconstruction and Poststructuralism
Psychology and Psychoanalysis
Historical Critique
Feminism and Gender Studies
Cultural Criticism; Postcolonialism

Mode d'évaluation: *Contrôle continu et examen*

Références:

Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*.
Manchester University Press, 1995.

Bertens, Hans. *Literary Theory (The Basics)*, 2nd ed. Routledge, 2008.

Caws, Peter. *Structuralism: The Art of the Intelligible*. Humanities Press, 1988. Culler,
Jonathan. *Literary Theory: A Very Short Introduction*. OUP, 2000. Dickstein, Morris.
Double Agent: The Critic and Society. New York: O.U.P., 1992.

Hartman, Geoffrey H. *Saving the Text, Literature/Derrida/Philosophy*. Johns Hopkins
University Press, 1985.

Jauss, Hans Robert. *Toward an Aesthetic of Reception*. Brighton: Harvester Press, 1982. Lodge,
David, ed. *Modern Criticism and Theory, A Reader*. London: Longman, 1995. Makaryk, Irena R., ed.
Encyclopedia of Contemporary Literary Theory: Approaches,
Scholars, Terms. Toronto: U of Toronto P, 1993.

Natoli, Joseph, ed. *Tracing Literary Theory*. Chicago: U of Illinois P, 1987. Righter,
William. *The Myth of Theory*. Cambridge: Cambridge U. P., 1994.

Selden, Raman. *A Reader's Guide to Contemporary Literary Theory*, 5th ed. Longman,
2005.

Wolfreys, Julian. ed . *Introducing Literary Theories: A Guide and Glossary*. Edinburgh: Edinburgh
University Press, 2003.

Intitulé du Master : : Littérature et Civilisation**Semestre : 1****Intitulé de l'UE : UE Méthodologie****Intitulé de la matière:** Methodology of Research (MoR)**Crédits : 4****Coefficients : 2****Objectifs de l'enseignement:**

Students will be introduced to theories and appropriate methods and techniques for doing original research taking into consideration the interdisciplinary nature of this Master program of study. The aim is to enhance their ability to collect and analyze data and formulate research projects.

Connaissances préalables recommandées:

Méthodologie du Travail Universitaire

Contenu de la matière:

- Defining the problem (What is research? What is the purpose of research?)
- Hypothesis, research questions—assumptions, and the nature of evidence Theory and model
- Methods and techniques of research
- Research design: surveys and sampling
- Data collection, analysis, and interpretation
- Qualitative and quantitative approaches to research

Mode d'évaluation: Controle continu /Examen**Références:**

Berg, Bruce L. *Qualitative Research Methods for the Social Sciences*, 4th ed. Allyn and Bacon, 2001.

Cohen, Louis and Lawrence Manion. *Research Methods in Education*, 5th ed. RoutledgeFalmer, 2000.

DeMarrais, Kathleen ed. *Foundations for Research: Methods of Inquiry in Education and the Social Sciences*. Lawrence Erlbaum Associates, Publishers, 2004.

Marczyk, Geoffrey. *Essentials of Research Designs and Methodology*. John Wiley, 2005.

Ritchie, Jane and Jane Lewis. *Qualitative Research Practice: A Guide for Social Science Students and Researchers*. Sage Publications, 2003.

Rugg, Gordon and Marian Petre. *A Gentle Guide to Research Methods*. Open University Press, 2007.

Woodside, Arch G. *Case Study Research: Theory, Methods, Practice*. Emerald Group Publishing, 2010.

Intitulé du Master : : Littérature et Civilisation

Semestre : 1

Intitulé de l'UE : EU Méthodologie

Intitulé de la matière : Teaching English as a Foreign Language (TEFL)

Crédits : 3

Coefficients : 2

Objectifs de l'enseignement:

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

Connaissances préalables recommandées:

- Basic knowledge about method, design, techniques ...
- Basic knowledge about language skills
- Basic knowledge about lesson planning

Contenu de la matière:

- Contemporary Approaches and Methods
 - The task-based Approach
 - The competency-based Approach...etc.
- Lesson Planning

Mode d'évaluation : contrôle continu et Examen

Références bibliographiques :

- Harmer, J. (2007). The Practice of English Language Teaching. England: Longman (4th edition)
- Brown, H. D. (2007). Principles of Language Teaching and Learning. New York: Pearson education (5th edition)
- Richards, J. & Rodgers, T. (2001). Approaches and Methods in Language Teaching. Cambridge: Cambridge University press (2nd edition).

Intitulé du Master : : Littérature et Civilisation

Semestre : 1

Intitulé de l'UE : EU Methodologie

Intitulé de la matière : Reading Skills and Strategies (RSS)

Crédits : 2

Coefficients : 1

Objectifs de l'enseignement:

This class is designed to reinforce and extend the reading skills of students. The main objective is to develop among them the ability to read different texts quickly and efficiently, notably historical and literary texts, with a particular focus on scheming and scanning.

Connaissances préalables recommandées:

Techniques de l'Expression Oral, Techniques de l'Expression Ecrite, Méthodologie de la Langue Etrangère.

Contenu de la matière:

The five-step reading system

Reading comprehension skills: Activating prior knowledge; Previewing and predicting; Scanning and skimming; Asking questions

Speed Reading

Critical Thinking

Reading historical and literary writings (Drills)

Mode d'évaluation: examen

Références:

Allen, Janet. *Reading History: A Practical Guide to Improving Literacy*. Oxford University Press, 2005.

Bowell, Tracy and Gary Kemp. *Critical Thinking: A Concise Guide*. Routledge, 2002.

Cottrell, Stella. *Critical Thinking Skills*. Palgrave Macmillan, 2005.

Duffy, Gerald G. *Explaining Reading: A Resource for Teaching Concepts, Skills, and Strategies*, 2nd ed. Guilford Press, 2009.

Foster, Thomas C. *How to Read Literature like a Professor: A Lively and Entertaining Guide to Reading Between the Lines*. Harper Paperbacks, 2003.

Gunzenhauser, Bonnie, ed. *Reading in History: New Methodologies from the Anglo-American Tradition*. Pickering & Chatto, 2010

Hughes, William. *Critical Thinking: Introduction to the Basic Skills*, 3rd ed. Broadview Press, 2000.

Jeffries, Linda and Beatrice S. Mikulecky. *More Reading Power, Reading Faster, Thinking Skills, Comprehension Skills*. Addison-Wesley, 1996.

Konstant, Tina. *Speed Reading*. McGraw Hill, 2003.

Krashen, Stephen D. *The Power of Reading: Insights from the Research*, 2nd ed. Heinemann, 2004.

Mikulecky, Beatrice S. *Advanced Reading Power 4*. Pearson ESL, 2007.

Montgomery, Martin and Alan Durant. *Ways of Reading: Advanced Reading Skills for Students of English Literature*, 3rd. Rutledge, 2007.

Nation, I. S. P. *Teaching ESL/EFL: Reading and Writing*. Routledge, 2008.

Wiesolek Kuta, Katherine. *Reading and Writing to Learn: Strategies across the Curriculum*. Teacher Ideas Press, 2008.

Intitulé du Master : : Littérature et Civilisation

Semestre : 1

Intitulé de l'UE : EU Découverte

Intitulé de la matière : Cross-Cultural Communication (CCC)

Crédits : 2

Coefficients : 2

Objectifs de l'enseignement:

By dealing with western perceptions of the Arab world and vice-versa, this course aims at making the students aware about misconceptions and distortions that arise among differing cultures; thus, it provides them with the necessary tools that intellectually stimulate and improve their critical thinking.

Connaissances préalables recommandées:

Culture de la Langue, Civilisation Islamique, Contacts et Relations de Cultures

Contenu de la matière:

English as object and medium of (mis)understanding
Conflict and assimilation among different cultures
Functions of stereotypes and prejudices in the process of cross-cultural communication
'East' vs. 'West'
Clash of cultures or within cultures?

Mode d'évaluation: Contrôle continu et examen

Références:

Anheier, Helmut K. and Yudhishtir Raj Isar. *Cultures and Globalization: Conflicts and Tensions*. Sage Publications, 2007.

Barnard, Alan. *Encyclopedia of Social and Cultural Anthropology*. Routledge, 2002.
Beckett, Katharine Scarfe. *Anglo-Saxon Perceptions of the Islamic World*. Cambridge University Press, 2003.

Fagan, Brian. M. *Clash of Cultures*, 2nd edition. AltaMira Press, 1998.

Grill, Robert D. *Orientalism & Occidentalism: Is Mistranslating Culture Inevitable?* Paraverse, 2004.

Guidère, Mathieu. *The Clash of Perceptions*. Center for Advanced Defense Studies, 2006.

Huntington, Samuel P. "The Clash of Civilizations." *Foreign Affairs*, 1993, pp. 22-49.

Issawi, Charles. *Cross-Cultural Encounters and Conflicts*. Oxford University Press, 1998.

MACFIE, A.L. *Orientalism*. Longman, 2002

Makariev, Plamen, ed. *Islamic and Christian Cultures: Conflict or Dialogue*. CRVP, 2001. Ofelia, Garcia, ed. *English across Cultures, Cultures Across English: A Reader in Cross Cultural Communication*. Gruyter, 1989.

Richard D. Lewis, *When Cultures Collide: Leading Across Cultures*. Nicholas Brealey Publishing, 2006.

Said, Edward. *Orientalism*. Penguin, 1977.

_____. "The Myth of the 'Clash of Civilization,'" video Lect. Media Education Foundation, 1998. Salaita, Steven. "Beyond Orientalism and Islamophobia: 9/11, Anti-Arab Racism, and the Mythos of National Pride." Project Muse, 2007.

Various. "When Cultures Clash." *Journal of Communication*, 27:2 (1977) pp. 112-162.

Intitulé du Master : : Littérature et Civilisation

Semestre : 1

Intitulé de l'UE : UE Transversales

Intitulé de la matière : Legislation

Crédits : 1

Coefficients : 1

Objectifs de l'enseignement (*Décrire ce que l'étudiant est censé avoir acquis comme compétences après le succès à cette matière – maximum 3 lignes*).

The teaching of this module should help the students to have an idea about Algerian legislative system, especially legislations regulating the teaching/learning activity.

Connaissances préalables recommandées (*descriptif succinct des connaissances requises pour pouvoir suivre cet enseignement – Maximum 2 lignes*).

/

Contenu de la matière :

- The Algerian legal system
- The executive power
- The legislative power
- Civil law, administrative constitutional law, criminal law
- Employment policies in Algeria
- Public sector legislation
- Secondary and higher education legislation

Mode d'évaluation : examen écrit

Références (*Livres et photocopiés, sites internet, etc*).

- Country Profile: Algeria (*Library of Congress*) May 2008; PDF
- Country Study: Algeria (*Library of Congress*) December 1993
- World Digital Library: Algeria (*Library of Congress/UNESCO*)
- Ministry of Labour, Employment and Social Security, Objectives and priorities of the plan of action for promoting employment and fighting unemployment. Last accessed April 2013 at: www.mtess.gov.dz/mtss_fr_N/emploi/2008/OBJECTIFS%20ET%20AXES%20DU%20PLAN%20D'ACTION.pdf

Intitulé du Master : : Littérature et Civilisation

Semestre : 2

Intitulé de l'UE : UE Fondamentales (Literature)

Intitulé de la matière : History of British Literature (HBL)

Crédits : 4

Coefficients : 2

Objectifs de l'enseignement:

Read literary selections from various genres of English literature and react intellectually, emotionally, and aesthetically to their content both orally and in writing. Also understand and employ the meanings of basic literary terms in discussions over and oral presentations of literary topics.

Connaissances préalables recommandées:

Textes Littéraires, Genres Littéraires, Genres Littéraires (Lectures critiques), Genres Dominants

Contenu de la matière:

Introduction: Survey of early British literary periods (up to 1800)

Romanticism, 1785-1830: Early Romantics (Wordsworth, Coleridge, Austen, the Brontës); Second Generation Romantics (Byron, Shelley, Keats)

Victorian Age, 1830-1901: Lord Tennyson, Robert Browning, Oscar Wilde, Charles Dickens, George Eliot

Modern Period, 1901-1960: G.M. Hopkins, H.G. Wells, James Joyce, D.H. Lawrence, T.S. Eliot

Postmodern and Contemporary Period, 1960 onwards: Ted Hughes, Doris Lessing, John Fowles, Don DeLillo, A.S. Byatt

Mode d'évaluation: Contrôle continu et examen

Références:

Abrams, M. H., et. al., eds. *The Norton Anthology of English Literature*. 8th edition. Vol. 2. W. W. Norton and Company, 2006.

Adams, James Eli. *A History of Victorian Literature*. Wiley-Blackwell, 2009

Arana, R. Victoria and Lauri Ramey. *Black British Writing*. Palgrave MacMillan, 2004.

Bond, Brian. *The Unquiet Western Front - Britain's Role in Literature and History*. CUP, 2004. Chambers, Ellie. *Teaching & Learning English Literature*. Sage Publications, 2006.

Chandler, James, ed. *Cambridge History of English Romantic Literature*. CUP, 2009.

Hager, Alan. *Encyclopedia of British Writers: 16th, 17th, and 18th Centuries*. Facts On File, 2005.

Knight, Mark & E. Mason. *Nineteenth Century Religion and Literature: An Introduction*. OUP, 2006

Marcus, Laura and Peter Nicholls, eds. *The Cambridge History of Twentieth-Century English Literature*. CUP, 2004.

Moss, Joyce. *World Literature and Its Times: British and Irish Literature and Its Times: The Victorian Era to the Present (1837-), vol. 4*. Gale Group, 2001.

Quinn, Edward. *History in Literature: A Reader's Guide to 20th-Century History and the Literature It Inspired*. Facts On File, 2004.

Rogers, Pat, ed. *The Oxford Illustrated History of English Literature*. OUP, 1990.

Williams, Jeffrey. *Theory and the Novel: Narrative Reflexivity in the British Tradition*. Cup, 2004.

Wynne-Davies, Marion, ed. *The Bloomsbury Guide to English Literature*. Prentice Hall, 1990

Intitulé du Master : : Littérature et Civilisation

Semestre : 2

Intitulé de l'UE : UE Fondamentale (Literature)

Intitulé de la matière: History of American Literature (HAL)

Crédits : 4

Coefficients : 2

Objectifs de l'enseignement:

To help learners know about the historical contexts of American literature and major trends and authors, understand the American society and its culture as reflected in the literary works, and consolidate their fluency in English by reading a variety of literary texts.

Connaissances préalables recommandées:

Textes Littéraires, Genres Littéraires, Genres Littéraires (Lectures critiques), Genres Dominants

Contenu de la matière:

Colonial Period, 1607-1776

Revolutionary and early National Period, 1765-1828

Romantic Period, 1828-865 (American Renaissance/Transcendentalism)

Realistic & Naturalistic Periods, 1865-1914

American Modernist Period, 1914-1939: Jazz Age, Harlem Renaissance (1920s); "Lost Generation" (1920s, 1930)

Contemporary Period, 1939 to the present: Beat Writers (1950s);

Counterculture (1960s, 1970s)

Minority Literatures, including, but not limited to: African-American writers,

Native American writers, Arab-American writers, women writers

Mode d'évaluation: Contrôle continu et examen

Références:

Andrews, William L. *Concise Oxford Companion to African American Literature*. OUP, 2001.

Ashton, Jennifer. *From Modernism to Postmodernism: American Poetry and Theory in the Twentieth Century*. CUP, 2005.

Claire Smith, Lindsey. *Indians, Environment, and Identity on the Borders of American Literature: From Faulkner and Morrison*. Palgrave Macmillan, 2008.

Davis, Cynthia J. & Kathryn West. *Women Writers in the United States: A Timeline of Literary, Cultural, and Social History*. OUP, 1996.

Eversley, Shelly. *Real Negro: The Question of Authenticity in Twentieth-Century African American Literature*. Routledge, 2004.

Gabler-Hover, Janet and Robert Sattelmeyer, eds. *American History through Literature*, 3 vol. Thomson Gale, 2006.

Gray, Richard. *A History of American Literature*. Blackwell Publishing, 2004.

Layton, Rebecca. *Arab-American and Muslim Writers*. Infobase Publishing, 2010.

Moser, Linda Trinh & Kathryn West. *Research Guide to American Literature: Contemporary Literature, 1970 to Present*. Facts On File, 2010.

Riss, Arthur. *Race, Slavery, and Liberalism in Nineteenth-Century American Literature*. CUP, 2006.

Salaita, Steven. *Arab American Literary Fictions, Cultures and Politics*. Palgrave/Macmillan, 2007.

Šesnić, Jelena. *From Shadow to Presence: Representations of Ethnicity in Contemporary American Literature*. Rodopi B.V., 2007.

Tinnemeyer, Andrea, ed. *Student's Encyclopedia of Great American Writers*. Facts On File, 2010

Intitulé du Master : : Littérature et Civilisation

Semestre : 2

Intitulé de l'UE : UE Fondamentale (Civilisation)

Intitulé de la matière: Contemporary Developments in Britain (CDB)

Crédits : 6

Coefficients : 3

Objectifs de l'enseignement:

At the end of the course students should be able to discern major developments in British contemporary history and identify players and outcomes. More than dates, figures and names, the student should be able to approach them critically and analytically.

Connaissances préalables recommandées:

Culture de la Langue, Civilisation de la Langue, Contacts et Relations de Cultures, Identités et Universalités, Documents Authentiques (Universels)

Contenu de la matière:

Legacies of world wars
Expansion of the state
Achievement of a mass democratic politics
Affluent society and culture upheaval
Immigration, ethnicity, and the reshaping of class
Education, labor and economic reforms
Thatcherism and New Labor
Foreign policy: Foreign and defence policy
Decolonization and imperial decline
Eurocepticism: Britain and the European Union

Mode d'évaluation: Contrôle continu et examen

Références:

Addison, Paul, ed. *Companion to Contemporary Britain, 1939–2000*. Blackwell, 2005.
Black, Jeremy. *Britain since 70s: Politics and Society in the Consumer Age*. Reaktion Books, 2004.
Casey, Terrence, ed. *Blair Legacy: Politics, Policy, Governance, & Foreign Affairs*. Palgrave, 2009.
Childs, David. *Britain since 1945: A Political History*. Routledge. 2001.
Collette, Christine & Keith Laybourn, eds., *Modern Britain since 1979: A Reader*. I. B. Tauris, 2003.
Dickie, John. *The New Mandarins: How British Foreign Policy Works?* I.B. Tauris, 2004.
Fry, Geoffrey K. *Politics of the Thatcher Revolution: An Interpretation of British Politics, 1979–1990*. Palgrave Macmillan, 2008.
McKercher, Brian. *Transition of Power: Britain's Loss of Global Pre-eminence to the United States, 1930-1945*. CUP, 2004.
Morgan, Kenneth O. *Twentieth-Century Britain: A Very Short Introduction*. Oxford, 2000.
Oakland, John. *Contemporary Britain: A Survey with Texts*. Routledge, 2001.
Page, Robert M. *Revisiting the Welfare State*. McGraw Hill, 2007.
Pathak, Pathik. *Future of Multicultural Britain: Confronting the Progressive Dilemma*. Edinburgh University Press, 2008.
Porter, Bernard. *Absent Minded Imperialists: Empire, Society, and Culture in Britain*. Oxford, 2004.
Wall, Stephen. *A Stranger in Europe: Britain & the EU from Thatcher to Blair*. Oxford, 2008.
<http://www.britainexpress.com/History/index.htm> ; <http://news.bbc.co.uk/>

Intitulé du Master : : Littérature et Civilisation**Semestre : 2****Intitulé de l'UE : UE Fondamentale (Civilisation)****Intitulé de la matière:** America's Rise to Globalism (ARG)**Crédits : 4****Coefficients : 2****Objectifs de l'enseignement:**

Students will gain depth of knowledge of American social, cultural, economic as well as political history as it has developed from 1865 to the present time. By the end of this course, they will be able to analyse and discuss complex ideas at an advanced level.

Connaissances préalables recommandées:

Culture de la Langue, Civilisation de la Langue, Contacts et Relations de Cultures, Identités et Universalités, Documents Authentiques (USA)

Contenu de la matière:

Modern America and rise of the industrial society
Immigration and Multiculturalism America
The 1960s in America (civil rights, resurgence of conservatism, "Identity Politics")
Culture and Society of the 1980s and the rise of the religious right
America at the New Millennium: end of the boom economy
The Obama election: implications and new perspectives
Foreign policy: Neutrality to imperialism, 1777-1914, Isolationism and internationalism, 1914-45, Cold War and post-Cold War era, 1946 to the present

Mode d'évaluation: Contrôle continu et examen**Références:**

- Baker, Dean. *The United States since 1980*. Cambridge University Press, 2007.
- Danzer, Gerald A. & al. *The Americans Reconstruction to the 21st Century: Student Textbook*. McDougal Littell, 2009.
- Donaldson, Gary A. *The Making of Modern America: The Nation from 1945 to the Present*. Rowman & Littlefield, 2009.
- Herring, George C. *From Colony to Superpower: U.S. Foreign Relations since 1776*. Oxford, 2008.
- Hodgson, Godfrey. *More Equal than Others: America from Nixon to the New Century*. Princeton University, 2004.
- Isserman, Maurice. *America Divided: Civil War of the 1960s*. OUP, 2000.
- Johnson, Troy R. *Red Power: Native American Civil Rights Movement*. Chelsea House, 2007.
- Jones, Howard. *Crucible of Power: History of American Foreign Relations from 1897*, 2nd ed. Rowman & Littlefield, 2008.
- Klein, Maury. *The Genesis of Industrial America, 1870-1920*. Cambridge, 2007.
- Maameri, Fatima. *A History of the United States: Rise of Modern America, 1865-1940*. OPU, 2011.
- Mckay, David. *American Politics and Society*, 6th ed. Blackwell, 2005.
- Johnson, Kevin R. *The "Huddled Masses" Myth: Immigration and Civil Rights*. Temple University Press, 2004.
- Tullock, Gordon. *American Foreign Affairs: A Compact History*. World Scientific, 2009.
- Wallenfeldt, Jeff, ed. *Black Experience in America: From the Civil War to the Present*. Britannica Educational Publishing, 2011.
- Whitfield, Stephen J., ed. *Companion to 20th-Century America*. Blackwell, 2004.

Intitulé du Master : : Littérature et Civilisation

Semestre : 2

Intitulé de l'UE : UE Méthodologie

Intitulé de la matière: Methodology of Research (MoR)

Crédits : 4

Coefficients : 2

Objectifs de l'enseignement

Students will be introduced to theories and appropriate methods and techniques for doing original research taking into consideration the interdisciplinary nature of this Master program of study. The aim is to enhance their ability to collect and analyze data and formulate research projects.

Connaissances préalables recommandées :

Méthodologie du Travail Universitaire

Contenu :

- Styles: Chicago, MLA
- Ethical Considerations in Research
- Formulating research projects: Framework, aims, problem identification, assumptions and hypotheses, variables, design
- How to get started with writing
- How to write a research proposal
- Types of research proposals
- Form and content of research proposals

Mode d'évaluation: Contrôle continu et examen

Références

Lipson, Charles. *Cite Right - Quick Guide to Citation Styles—MLA, APA, Chicago...* University of Chicago Press, 2006.

Lunsford, Andrea A. *Documenting Sources in MLA Style: 2009 Update*. Bedford/St. Martin's, 2009.

Mauch, James E. and Namgi Park. *Guide to the Successful Thesis and Dissertation: A Handbook for Students and Faculty*, 5th ed. Marcel Dekker, 2003.

Rasano, Thomas. *Concise Guide to MLA Documentation and Style*. Coyote Canyon Press, 2009.

Single, Peg Boyle. *Demystifying Dissertation Writing: A Streamlined Process from Choice of Topic to Final Text*. Stylus Publishing, LLC, 2010.

The Chicago Manual of Style: The Essential Guide for Writers, Editors, and Publishers, 15th ed., 2003.

The Modern Language Association of America. *MLA Handbook for Writers of Research Papers*, 7th ed. 2009

Walliman, Nicholas. *Your Research Project: A step-by-step guide to the first-time Researcher*. SAGE Publications, 2001.

Intitulé du Master : : Littérature et Civilisation

Semestre : 2

Intitulé de l'UE : UE Méthologique

Intitulé de la matière: Teaching English as a Foreign Language

Crédits : 3

Coefficients : 2

Objectifs de l'enseignement

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

Connaissances préalables recommandées

- Basic knowledge about method, design, techniques ...
- Basic knowledge about language skills
- Basic knowledge about lesson planning

Contenu de la matière :

- Teaching the four Language Skills
 - Teaching Listening
 - Teaching reading
 - Teaching writing
 - Teaching speaking
- Instructional Materials

Mode d'évaluation : Contrôle Continu et Examen

Références bibliographiques :

- Harmer, J. (2007). The Practice of English Language Teaching. England: Longman (4th edition)
- Brown, H. D. (2007). Principles of Language Teaching and Learning. New York: Pearson education (5th edition)
- Richards, J. & Rodgers, T. (2001). Approaches and Methods in Language Teaching. Cambridge: Cambridge University press (2nd edition).

Intitulé du Master : Littérature et Civilisation

Semestre : 2

Intitulé de l'UE : EU Méthodologie

Intitulé de la matière : Writing Skills and Strategies (WSS)

Crédits : 2

Coefficients : 1

Objectifs de l'enseignement:

This class explores the writing process by teaching the students how write critically, analytically, and genuinely in their field of specialty. This should equip them with the necessary tools towards the accomplishment of their theses by the end of this program.

Connaissances préalables recommandées:

Techniques de l'Expression Ecrite, Ecritures Créatives

Contenu de la matière:

Writing Foundations: Background to writing, Developing plans from titles
Reading and Note-Making: Evaluating a text, selecting key points, summary
writing
Writing Stages
Elements of Writing; Accuracy in Writing
Structure of an essay: introductions, main body, conclusions
Writing Models

Mode d'évaluation: Examen

Références:

- Bailey, Stephen. *Academic Writing: Practical Guide for Students*. Taylor & Francis, 2003.
- Brink-Budgen, Roy van den. *Critical Thinking for Students: How to Assess Arguments and Effectively Present Your Own*, 2nd edition. How to Books Ltd, 1999.
- Brown, Kristine and Susan Hood. *Writing Skills and Strategies for Students of English*. Cambridge University Press, 1993.
- Browne, Neil & Stuart Keeley. *Asking the Right Questions: A Guide to Critical Thinking*, 8th edition. Prentice Hall, 2006.
- Drout, Michael D.C. *A Way with Words: Writing, Rhetoric, and the Art of Persuasion*. Recorded Books, 2006.
- Elbow, Peter. *Writing with Power: Techniques for Mastering the Writing Process*, 2nd edition. Oxford University Press, 1998.
- Grenville, Kate. *Writing from Start to Finish: A Six-Step Guide*. Allen & Unwin, 2001. Hacker, Diana. *A Writer's Reference*. Bedford/St. Martin's, 2009.
- Henning, Elizabeth. *Finding your way in Academic Writing*, 2nd ed. Van Schaik, 2010.
- Kane, Thomas S. *The cccOxford Essential Guide to Writing*. Berkley Books, 2000.
- Pirie, David B. *How to Write Critical Essays: A Guide for Students of Literature*, 1985.
- Wiesolek Kuta, Katherine. *Reading and Writing to Learn: Strategies across the Curriculum*. Teacher Ideas Press, 2008.
- Williams, Joseph M. *Style: Toward Clarity and Grace*. Chicago Guides to Writing, Editing, and Publishing, 1994.
- Woolf, Judith. *Writing about Literature: Essay and Translation Skills for University Students of English and Foreign Literature*. Routledge, 2005.
- Zemach, Dorothy E. *Academic Writing: From Paragraph to Essay*. McMillan, 2005.

Intitulé du Master : : Littérature et Civilisation**Semestre : 2****Intitulé de l'UE : UE Découverte****Intitulé de la matière:** Computer Assisted Language Learning (CALL)**Crédits : 2****Coefficients : 2****Objectifs de l'enseignement:**

This class is meant to create appropriate contexts in which language learners interact in the computer-assisted classroom. At term, the students will be able to integrate technology into their language learning environments.

Connaissances préalables recommandées:

Informatique (knowledge about computing basics such as hardware and software as well as surfing on the web)

Contenu de la matière:

Background: Terminology and basic concepts; History of CALL

CALL research: Trends and issues

CALL and second language classroom research

Implementation: Planning CALL lessons; Using CALL materials

Evaluation: Evaluation components; Evaluation instruments

Management: Organising a CALL lab; Managing CALL resources

Mode d'évaluation: Contrôle continu et examen**Références:**

Boswood, T., ed. (1997). *New Ways of Using Computers in Language Teaching*. Alexandria, VA: TESOL.

Bush, M. D., & Terry, R. M., eds. (1997). *Technology-Enhanced Language Learning*. Lincolnwood, IL: National Textbook Company.

Chapelle, C. A. (2001). *Computer Applications in Second Language Acquisition: Foundations for Teaching, Testing and Research*. Cambridge: Cambridge University Press.

Egbert, J., & Hanson-Smith, E., eds. (1999). *CALL Environments: Research, Practice and Critical Issues*. Alexandria, VA: TESOL.

Pennington, M.C., ed. (1996). *The Power of CALL*. Houston, TX: Athelstan.

Son, J.-B., ed. (2004). *Computer-Assisted Language Learning: Concepts, Contexts and Practices*. Lincoln, NE: iUniverse.

Son, J.-B., ed. (2009). *Internet-based language learning: Pedagogies and Technologies*. Raleigh, NC: Lulu.

Warschauer, M., & Kern, R., eds. (2000). *Network-Based Language Teaching: Concepts and Practice*. Cambridge: Cambridge University Press.

Intitulé du Master : : Littérature et Civilisation

Semestre : 2

Intitulé de l'UE : UE Transversales

Intitulé de la matière: Entrepreneurship

Crédits : 1

Coefficients : 1

Objectifs de l'enseignement (*Décrire ce que l'étudiant est censé avoir acquis comme compétences après le succès à cette matière – maximum 3 lignes*).

The teaching of this module should help the students to develop some awareness about the essentials of starting a business in relation to their major, particularly language schools and institutions. It also aims at introducing them to the main concepts and notions of English for Business and English for Occupational Purposes.

Connaissances préalables recommandées (*descriptif succinct des connaissances requises pour pouvoir suivre cet enseignement – Maximum 2 lignes*).

- ESP (3e Année, Licence) / Legislation (semestre 1, 1ere année Master)

Contenu de la matière:

- The role of entrepreneurship and small business in Algeria
- The Small Business Decision
- Personality characteristics of successful entrepreneurs
- Evaluation of a New Business Opportunity
- Language institutions organization

Mode d'évaluation : examen écrit

Références (*Livres et photocopiés, sites internet, etc*).

- Hisrich, Robert D. (2011). *Entrepreneurship*. McGraw-Hill Education. ISBN 978-0-07062-017-9.
- <http://www.conferenceboard.ca/hcp/provincial/innovation/ambition.aspx>
- Shane, Scott Andrew (2000). *A General Theory of Entrepreneurship: The Individual-opportunity Nexus*. Edward Elgar Publishing. ISBN 978-1-78100-799-0.
- Johnson, D. P. M. (2005). *"A Glossary of Political Economy Terms, 2005"*. Auburn University.

Intitulé du Master : : Littérature et Civilisation

Semestre : 3

Intitulé de l'UE : UE Fondamentale (Civilisation)

Intitulé de la matière: British and American Gouvernement: A Comparative Approach (BAG)

Crédits : 6

Coefficients : 3

Objectifs de l'enseignement:

By clarifying concepts and mechanisms, this course aims at enhancing students' understanding of the policy-making process in the UK and in the USA. It aims also at promoting their analytical thinking so as to be able to make projections.

Connaissances préalables recommandées:

Civilisation de la Langue, Documents Authentiques (Universels), Documents Authentiques (USA)

Contenu de la matière:

British Government and politics: Constitution and monarchy
Parliament, Cabinet, and policy-making
Role of the political parties, Media, pressure groups and public opinion
American Government and politics: Constitution and federalism
Political institutions: Congress, presidency, and policy-making
Role of the political parties, corporate media, lobbies and public opinion

Mode d'évaluation: Contrôle continu et examen

Références:

Bennett, W. Lance. *When the Press Fails: Political Power and the News Media from Iraq to Katrina*. The University of Chicago Press, 2007.

Crowson, Nick, ed. *NGOs in Contemporary Britain: Non-state Actors in Society and Politics Since 1945*. Palgrave Macmillan, 2009.

Curran, James and Jean Seaton. *Power Without Responsibility: The press, broadcasting, and new media in Britain*, 6th edition. Routledge, 2003.

Dunleavy, Patrick. *Developments in British Politics* 7, 7th ed. Palgrave Macmillan, 2003.

Guide to U.S. Elections, 6th ed. Sage Publications, 2010.

Katz, Richard S. *Political Institutions in the United States* OUP, 2007.

Kuypers, Jim A. *Press Bias and Politics: How the Media Frame Controversial Issues*. Greenwood Publishing Group, 2002.

Mayhew, David R. *Parties and Policies: How the American Government Works*. Yale Univ., 2008.

McLean, Iain. *What's Wrong with the British Constitution?* OUP, 2010.

Nownes, Anthony J. *Total Lobbying: What Lobbyists Want*. CUP, 2006.

Tansey, Stephen D. and Nigel Jackson. *Politics (The Basics)*, 4th edition. Routledge, 2004.

Turpin, Colin. *British Government and Constitution: Text & Materials*. Cambridge, 2007.

Watts, Duncan. *British Government and Politics: Comparative Guide*. Edinburgh University, 2006.

_____. *Understanding US/UK Government and Politics: A Comparative Guide*. Manchester University Press, 2003.

Zimmerman, Joseph M. *Contemporary American Federalism: The growth of National Power*, 2nd ed. State University of New York, 2008.

<http://history.state.gov/historicaldocuments>; <http://www.fco.gov.uk/en/>; <http://www.parliament.uk/>;

Intitulé du Master : : Littérature et Civilisation

Semestre : 3

Intitulé de l'UE : UE Fondamentale (Civilisation)

Intitulé de la matière: Islamic Foundations of Western Civilization (IFWC)

Crédits : 4

Coefficients : 2

Objectifs de l'enseignement:

By exploring Islamic thought contributions to western civilization as acknowledged and debated in writings in English, this class aims at opening a new window from which the student looks at and appreciates his own civilizational heritage.

Connaissances préalables recommandées:

Civilisation Islamique, Cross-Cultural Communication (M1)

Contenu de la matière:

- Historical method in civilization studies
- The classical foundations of western civilization
- Revisionism: The case for an 'Islam-Christian civilization'
- Islamic contributions to Western Civilization
- Medieval philosophical and scientific thought
- Human rights and tolerance
- Colliding or converging civilizations?
- The Universality and continuation of the cycle of civilization

Mode d'évaluation: Contrôle continu et examen

Références:

- Al-Azmeh, Aziz. *The Times of History: Universal Topics in Islamic Historiography*. Central European University Press, 2007.
- Apostolov, Mario. *The Christian-Muslim Frontier: A Zone of Contact, Conflict or Cooperation*. RoutledgeCurzon, 2004.
- Bernal, Martin. *Black Athena: Afroasiatic Roots of Classical Civilization*. Rutgers UP, 1987-2006.
- Bulliet, Richard W. *The Case for Islam-Christian Civilization*. Columbia University Press, 2004.
- El-Hibri, Tayeb. *Reinterpreting Islamic Historiography*. Cambridge University Press, 2004.
- Grypeou, Emmanouela, ed. *The History of Christian-Muslim Relations: The Encounter of Eastern Christianity with Early Islam*. Brill, 2006.
- Hobson, John M. *The Eastern Origins of Western Civilisation*. Cambridge University Press, 2004.
- Hodgson, Marshall G. S. *World History: Essays on Europe, Islam and World History*. CUP, 1993.
- Lewis, Bernard. *The Arabs in History*, 6th edition. Oxford University Press, 2002.
- Lockman, Zachary. *Contending Visions of the Middle East: The History and Politics of Orientalism*. CUP, 2004.
- Masood, Ehsan. *Science and Islam: A History*. Icon Books, 2009.
- Meri, Josef W., ed. *Medieval Islamic Civilization: An Encyclopedia*, 2 volumes, Routledge, 2006.
- Nasr, Seyyed Hossein. *Islam and the West*, audiobook. TMS, 2004
- O. Leary, De Lacy. *How Greek Science Passed to the Arabs*. Routledge, 1979.
- Saliba, George. *Islamic Science and the Making of the European Renaissance*. MIT, 2007.
- Stearns, Peter N. *Western Civilization in World History*. Routledge, 2003.
- Turner, Bryan S. *Orientalism, Postmodernism and Globalism*. Routledge, 1994.
- Tyler, Aaron. *Islam, the West, and Tolerance: Conceiving Coexistence*. Palgrave Macmillan, 2008.

Intitulé du Master : : Littérature et Civilisation

Semestre : 3

Intitulé de l'UE : UE Fondamentale (Literature)

Intitulé de la matière: Postcolonial Literature (PCL)

Crédits : 4

Coefficients : 2

Objectifs de l'enseignement:

Introduce the students to the major postcolonial issues, writers and theorists through a critical study of a selection of postcolonial writings in English from diverse cultural and Historical backgrounds to bring them to an understanding of the complex nature of identity and culture.

Connaissances préalables recommandées:

Literary Theory, Literary Criticism (M1)

Contenu de la matière:

Postcolonial theory and key concepts

Colonial discourse and counter-discourses

Study of a selection of representative texts covering prose, drama, and poetry by writers from the Third World and writers of subordinated cultures in Britain and the USA

Mode d'évaluation: Contrôle continu et examen

Références:

Ashcroft, Bill and al. *Empire Writes Back: Theory and Practice in Post-Colonial Literatures*, 2nd ed. Routledge, 2002.

_____. *Key Concepts in Post-Colonial Studies*. Routledge, 1998.

_____. *The Post-Colonial Studies Reader*. Routledge/Taylor & Francis e-Library, 2003. Barker, Francis, ed. *Colonial Discourse, Postcolonial Theory*. Manchester University Press, 1994. Boehmer,

Elleke. *Colonial and Postcolonial Literature: Migrant Metaphors*, 2nd ed. OUP, 2005. Carey,

Daniel and Lynn Festa. *Postcolonial Enlightenment – 18th Century Colonialism and Postcolonial Theory*. OUP, 2009.

Irele, F. Abiola and Simon Gikandi. *The Cambridge History of African and Caribbean Literature*. Cambridge University Press, 2004.

Kuortti, Joel and Jopi Nyman, eds. *Reconstructing Hybridity: Post-Colonial Studies in Transition*. Rodopi B.V., 2007

Makdisi, Saree. "Postcolonial Literature in a Neocolonial World: Modern Arabic Culture and the End of Modernity" in Afzal-Khan, Fawzia and Kalpana Seshadri-Crooks, eds *The Pre-occupation of Postcolonial Studies*. Duke University Press, 2000, pp. 266-291.

Rajan, Balachandra and Elizabeth Sauer. *Imperialisms: Historical and Literary Investigations, 1500–1900*. Palgrave Macmillan, 2004.

Spivak, Gayatri Chakravorty. *A Critique of Postcolonial Reason: Toward a History of the Vanishing Present*. Harvard University Press, 1999.

Tiffin, Chris and Alan Lawson. *De-Scribing Empire: Post-colonialism and Textuality*. Taylor & Francis e-Library, 2002

Intitulé du Master : : Littérature et Civilisation

Semestre : 3

Intitulé de l'UE : UE Fondamentale (Literature)

Intitulé de la matière: Introduction to Comparative Literature (ICL)

Crédits : 4

Coefficients : 2

Objectifs de l'enseignement

By introducing the students to the history and critical theories of comparative literature, this course aims at providing them with the necessary tools that permits them to investigate parallel texts from different national origins, eras and disciplines critically.

Connaissances préalables recommandées:

Littérature Comparée (Licence), Literary Theory, Literary Criticism (M1)

Contenu de la matière:

History of comparative literature; interdisciplinary nature of literature; intercultural and supranational aspects of literature

Critical theories: reception, Intertextuality, imagology, geocriticism

Approaches and applications:

Relationship between literature and the visual arts

Literary myths and cinema adaptations

Orientalist representations: Cultural Mythology and globalization

Current developments: from the nation-state approach to globalization and interculturalism

Mode d'évaluation: Contrôle continu et examen

Références:

Allen, Graham. *Intertextuality*. Routledge, 2000.

Bassnett, Susan. *Comparative Literature: A Critical Introduction*. Blackwell Publishers, 1994.

Beller, Manfred, & Joep Leerssen. *Imagology: The Cultural Construction and Literary Representation of National Characters: A Critical Survey*. Rodopi, B.V., 2007.

Bernheimer, Charles, ed. *Comparative Literature in the Age of Multiculturalism*. The Johns Hopkins University Press, 1995.

Drout, Michael D. C. *Way with Words II: Approaches to Literature*, audiobook. Recorded Books, LLC, 2007.

Guillen, Caudio. *The Challenge of Comparative Literature*. Harvard University Press, 1993.

Jarmakani, Amira. *Imagining Arab Womanhood: The Cultural Mythology of Veils, Harems, and Belly Dancers in the U.S.* Palgrave Macmillan, 2008.

Lothe, Jakob. *Narrative in Fiction and Film: An Introduction*. OUP, 2000.

Saussy, Haun. *Comparative Literature in an Age of Globalization*. The Johns Hopkins UP, 2006.

Semmerling, Tim Jon. *'Evil' Arabs in American Popular Film: Orientalist Fear*. The University of Texas Press, 2006.

Shaheen, Jack G. *Reel Bad Arabs: How Hollywood Vilifies a People*. Interlink Publishing Group, 2001.

Spivak, Gayatri Chakravorty. *Death of a Discipline*. Columbia University Press, 2003.

Tabron, Judith L. *Postcolonial Literature from three Continents*. Peter Lang, 2003.

http://www.dcu.ie/registry/module_contents.php?function=2&subcode=LC561

http://www.dcu.ie/registry/module_contents.php?function=2&subcode=LC565

Intitulé du Master : : Littérature et Civilisation**Semestre : 3****Intitulé de l'UE : UE Méthodologie****Intitulé de la matière:** Research Methodology Seminar**Crédits : 5****Coefficients : 3****Objectifs de l'enseignement:**

The goal is to write a 20-25 pages-long original paper answering a critical historiographical question, using a small body of primary sources, on some aspect of Anglo-American studies. Thus, by the end of the seminar the students will be fixed on the topic of their Master Mémoire and will close the three-semester of the Master training program with a concrete research proposal at hand and an appropriate bibliography.

Connaissances préalables recommandées:

Methodology of Research

Contenu de la matière:

The course is divided into two sections: The first section, a mix of theory and practice, is based on thematic selections and includes specific reading and short writing/research assignments (book review) followed by interpretation of the assigned reading material.

The second section is a research workshop and covers practical questions about procedural and methodological issues, discussions of paper drafts, discussion of appropriate primary and secondary sources to be used for writing the term paper, and finally discussion of the final version of the students' proposal for the Mémoire.

Mode d'évaluation: Contrôle continu**Références:**

Bentley, Michael. *Companion to Historiography*. Routledge, 2006.

Carafiol, Peter. *The American Ideal: Literary History as a Worldly Activity*. OUP, 1991. Fukuyama, Francis. *The End of History and the Last Man*. Macmillan, 1992

Gaddis, John Lewis. *Landscape of History: How Historians Map the Past*. OUP, 2002.

Goody, Jack. *The Theft of History*. Cambridge University Press, 2006

Hamilton, Paul. *Historicism*, 2nd ed. Routledge, 2003

Lemon, M.C. *Philosophy of History: A Guide for Students*. Routledge, 2003

Lukacs, John. *A Student's Guide to the Study of History*. I S I Books, 2000.

Mihesuah, Devon Abbott. *So you Want to Write about American Indians?: A Guide for Writers, Students, and Scholars*. University of Nebraska Press, 2005.

Novick, Peter. *That Noble Dream: The 'Objectivity Question' and the American Historical Profession*. Cambridge University Press, 1988.

Riggenbach, Jeff. *Why American History Is Not What They Say: An Introduction to Revisionism*. Ludwig von Mises Institute, 2009

Trachtenberg, Marc. *The Craft of International History: A Guide to Method*. OUP, 2006.

Tucker, Aviezer. *A Companion to the Philosophy of History and Historiography*. John Wiley & Sons Ltd, 2009.

Wang, Q. Edward & Georg G. Iggers, eds., *Turning Points in Historiography: A Cross-Cultural Perspective*. The University of Rochester Press, 2002.

Zingg, Paul J. "The United States and North Africa: An Historiographical Wasteland." *African Studies Review*, Vol. 16, No. 1. (Apr., 1973), pp. 107-117

Intitulé du Master : : Littérature et Civilisation

Semestre : 3

Intitulé de l'UE : UE Méthodologie

Intitulé de la matière: Presentation Skills & Strategies (PSS)

Crédits : 4

Coefficients : 2

Objectifs de l'enseignement:

By prescribing easy to practise tools and strategies, this course is meant to enhance students' skills of oral expression, help them structure material for the best impact, cope with nerves and get messages across effectively to audiences of varied sizes.

Connaissances préalables recommandées:

Techniques de l'Expression Oral

Contenu :

- What already works about you as a presenter?
- Exploring how presentation works
- Developing a unique individual style
- Understanding what happens in front of an audience
- Practicing a whole range of techniques
- Hints and tips for effective presentation
- Stretching capacity of presentation
- Presenting with style, flair and presence
- Using support materials
- Maintaining confidence and handling nerves
- Coping better with hard situations

Mode d'évaluation: Contrôle continu et Examen

Références:

Comfort, Jeremy and Derek Utley. *Effective Presentations*. Oxford: OUP: 1996.
Ellis, Mark & Nina O' Driscoll. *Giving Presentations*. Harlow: Longman, 1992.
Emden, Joan Van. *Presentation Skills for Students*. Palgrave Macmillan, 2004.
Gilbert, Judy B. *Clear Speech*. Cambridge: CUP, 1984.
Graham, Carolyn. *Small Talk Jazz Chants*. Oxford: OUP, 1986.
Howe, Brian. *Visitron, the Language of Presentations*. Harlow: Longman, 1985.
Levin, Peter & Graham Topping. *Student-Friendly Guides: Perfect Presentations*. Open University Press, 2006.
Lynch, Tony. *Study Listening*. London: CUP, 1986.
Mcrae, Brad & David Brooks. *The Seven Strategies of Master Presenters*. Career Press, 2004.
Nation, I. S. P. and J. Newton. *Teaching ESL/EFL: Listening and Speaking*. Routledge, 2009.
Powell, Mark. *Presenting in English*. Hove: LTP, 1996.
Storz, Carl. *English Pronunciation Notebook for Telecommunications Students*. Evry: INT, 1993.
Sweeney, Simon. *English for Business Communication*. Cambridge: CUP, 1997.
Wallwork, Adrian. *English for Presentations at International Conferences*. Springer Science+Business Media, LLC, 2010.

Intitulé du Master : : Littérature et Civilisation

Semestre : 3

Intitulé de l'UE : UE Découverte

Intitulé de la matière: Teaching Culture in the EFL Class (TC)

Crédits : 2

Coefficients: 2

Objectifs de l'enseignement:

Students are expected to develop an awareness of the interrelationship language/culture and to develop ways to integrate the cultural component in the English language teaching class.

Connaissances préalables recommandées:

Ingénierie Educative, Littérature in EFL

Contenu de la matière:

- Definition of culture
- Culture, language and communication
- The place of culture in foreign language teaching
- Teaching culture

Mode d'évaluation: Contrôle continu et examen

Références

Byram, Michael (1989). *Cultural Studies in Foreign Language Education*. Multilingual Matters Ltd.

Byram, Michael and Peter Grundy, eds. (2003). *Context and Culture in Language Teaching and Learning*. Multilingual Matters Ltd.

Chambers, Ellie & Marshall Gregory (2006). *Teaching & Learning English Literature*. SAGE Publications.

Damen, L. (1987). *Culture Learning: The Fifth Dimension in the Language Classroom*. Addison-Wesley Publishing Company.

Heusinkveld, P., ed. (1997). *Pathways to Culture*. Intercultural Press.

Kramsch, Claire (1993). *Context and Culture in Language Teaching*. Oxford University Press.

Nieto, Sonia (2010). *Language, Culture, and Teaching, Critical Perspectives*, 2nd ed. Taylor & Francis.

Stearns, Peter N. (1993). *Meaning over Memory: Recasting the Teaching of Culture and History*. The University of North Carolina Press.

Intitulé du Master : : Littérature et Civilisation

Semestre : 3

Intitulé de l'UE : UE Transversales

Intitulé de la matière: Work Ethics and Professional Conducts

Crédits : 1

Coefficients : 1

Objectifs de l'enseignement (*Décrire ce que l'étudiant est censé avoir acquis comme compétences après le succès à cette matière – maximum 3 lignes*).

This course aims at raising students' awareness about the different forms of corruption and how to fight it in their future professional practice (different kinds of professions, especially teaching).

Connaissances préalables recommandées (*descriptif succinct des connaissances requises pour pouvoir suivre cet enseignement – Maximum 2 lignes*).

- Legislation / Entrepreneurship (Master S1 et S2)

Contenu de la matière :

- Definitions of corruption
- Types of corruption
 - Financial
 - Administrative
 - Moral
 - Political
- Financial and administrative corruption
- Reasons of financial and administrative corruption
- Consequences of financial and administrative corruption
- Corruption in educational institutions
- Fighting corruption

Mode d'évaluation : examen écrit

Références (*Livres et photocopiés, sites internet, etc*).

- http://209.61.210.137/uofislam/behoth/behoth_quran/16/a1.htm
- <http://www.islameiat.com/doc/article.php?sid=276&mode=&order=0>
- <http://www.mof.gov.kw/coag-news11-4.htm>
- <http://www.undp-pogar.org>

Intitulé du Master : : Littérature et Civilisation

Semestre : 4

Intitulé de l'UE : UE Méthodologie

Intitulé de la matière: Research Methodology Seminar

Crédits : 5

Coefficients : 3

Objectifs de l'enseignement:

The goal is to guide the students through the writing of their Mémoire. By the end of the semester the mémoire should be ready for printing.

Connaissances préalables recommandées:

Students must have passed successfully the three past semesters; i.e.: they must have already acquired 90 credits of the master program.

Contenu de la matière:

The seminar will be partly dedicated to general discussions about the mechanics of producing the final Mémoire but more often will be run as workshops, in which discussions are organized around the pieces of the Mémoire students have written. The seminar will be run as a cooperative enterprise, as each of the students will be responsible for providing constructive and meaningful critiques of each others' work throughout the semester.

Each session will be planned in advance (one week) with copies of the drafts distributed among the students for consideration. Each student will make a fifteen minutes oral presentation of his/her draft to the class followed by an at least fifteen minutes discussion of the accomplished work.

Workshops may also be organized in the form of visits to the Central Library or the Internet Room; work will focus on the types of materials, including on-line resources, available to the students that would permit the completion of their Mémoire.

When not meeting collectively, the instructor will hold individual meetings with each student for guidance and advice.

No reading assignments are foreseen.

Mode d'évaluation: Contrôle continu

V- Accords ou conventions

Oui

NON

(Si oui, transmettre les accords et/ou les conventions dans le dossier papier de la formation)

LETTRE D'INTENTION TYPE

(En cas de master coparrainé par un autre établissement universitaire)

(Papier officiel à l'entête de l'établissement universitaire concerné)

Objet : Approbation du coparrainage du master intitulé :

Par la présente, l'université (ou le centre universitaire) déclare coparrainer le master ci-dessus mentionné durant toute la période d'habilitation de ce master.

A cet effet, l'université (ou le centre universitaire) assistera ce projet en :

- Donnant son point de vue dans l'élaboration et à la mise à jour des programmes d'enseignement,
- Participant à des séminaires organisés à cet effet,
- En participant aux jurys de soutenance,
- En œuvrant à la mutualisation des moyens humains et matériels.

SIGNATURE de la personne légalement autorisée :

FONCTION :

Date :

LETTRE D'INTENTION TYPE

(En cas de master en collaboration avec une entreprise du secteur utilisateur)

(Papier officiel à l'entête de l'entreprise)

OBJET : Approbation du projet de lancement d'une formation de master intitulé :

Dispensé à :

Par la présente, l'entrepris déclare sa volonté de manifester son accompagnement à cette formation en qualité d'utilisateur potentiel du produit.

A cet effet, nous confirmons notre adhésion à ce projet et notre rôle consistera à :

- Donner notre point de vue dans l'élaboration et à la mise à jour des programmes d'enseignement,
- Participer à des séminaires organisés à cet effet,
- Participer aux jurys de soutenance,
- Faciliter autant que possible l'accueil de stagiaires soit dans le cadre de mémoires de fin d'études, soit dans le cadre de projets tuteurés.

Les moyens nécessaires à l'exécution des tâches qui nous incombent pour la réalisation de ces objectifs seront mis en œuvre sur le plan matériel et humain.

Monsieur (ou Madame).....est désigné(e) comme coordonateur externe de ce projet.

SIGNATURE de la personne légalement autorisée :

FONCTION :

Date :

CACHET OFFICIEL ou SCEAU DE L'ENTREPRISE