

Course Specifications

2021-2022



Course Specification

1. Course Data

Course Code: EN111	Course Title: Phonetics	Year/Level: First Year
Specialization: English Language and Literature	Contact Hours: Lectures <input type="text" value="4"/> Practical sessions <input type="text" value="2"/>	

2. Course Aim

This course aims at:

Providing the students with theoretical knowledge of the articulation of English speech sounds

Helping the students master the correct pronunciation of English consonants and vowels and avoid the common errors in this respect

Introducing the students to the basic patterns of English word stress, sentence stress, rhythm, and intonation

3. Course Intended Learning Outcomes

A. Knowledge and understanding

By the end of the course the students will be able to

A (1) distinguish between English spelling and English pronunciation

A (2) describe the organs of speech and how they work in English

A (3) outline the phonetic features of English consonants and vowels

A (4) explain the basic patterns of word stress in English

A (5) explain the basic intonation patterns in English and meaning(s) carried by each

B. Cognitive Skills

By the end of the course the students will be able to

B (1) identify the pronunciation problems and use their specialized knowledge of English phonetics to remedy them,

B (2) transcribe English words, phrases, and sentences using the International Phonetic Alphabet

B (3) read phonemic transcriptions

B (4) distinguish between the stressed and unstressed syllables

B (5) differentiate between the various intonation patterns



C. Professional/ Practical Skills	<p>Upon completion of the course, students should be able to:</p> <p>C (1) articulate English words and sentences in a manner which is not affected by Arabic neither at the segmental or supra-segmental level</p> <p>C (2) produce the phonemes of English correctly and use the correct stress and intonation patterns.</p> <p>C (3) apply the technical terms in describing English pronunciation</p> <p>C (4) take notes in various contexts</p>	
D. General Skills	<p>By the end of the course, students will be able to</p> <p>D (1) work with others collaboratively</p> <p>D (2) work independently to improve their performance in various respects</p> <p>D (3) plan, organize, and set priorities for their learning</p> <p>D (4) accomplish assigned tasks carefully and punctually</p>	
4. Course Content	List of topics	Week(s)
	i. The difference between speech and writing (Based on Unit 1 in Knight (2012) and Chapter 3 in Finegan (2015))	1
	ii. How speech organs work in English (Based on Chapter 2 in O'Connor (1980))	2
	iii. Consonant voicing (Based on Unit 2 in Knight (2012))	3
	iv. Consonant place of articulation (Based on Unit 3 in Knight (2012))	4
	v. Consonant manner of articulation (Based on Unit 4 in Knight (2012))	5
	vi. Vowels (Based on Unit 6 in Knight (2012))	6-7
	Revision of English segmentals	8
	vii. Syllables and stress (Based on Unit 8 in Knight (2012))	9-10
	viii. Intonation (Based on Unit 19 in Knight (2012))	11-12
	Oral Exam	13



5. Teaching and Learning Methods	Power-point presentations, including videotapes of the production of English phonemes, stress and intonation patterns Class discussions Pair-work and exercises (in the practical sessions) Assignments and self-directed learning (in the practical sessions)		
6. Teaching and Learning Methods for students with Special Needs Suggested methods: Office hours and specially designed assignments Extra hours by teaching assistants			
7. Assessment			
A. Method	Oral Exam	Final written exam	
B. Date	Week 13	At the end of the semester Definite date set by the Faculty Council	
C. Mark Distribution	5	15	
8. Textbook and references			
A. Notes	Course pack prepared by the course instructor		
B. Textbooks			
C. References	Collins, B. & Mees, I. (2013). Practical phonetics and phonology: A resource book for students (3rd ed.). London: Routledge. Finegan, E. (2015). Language: Its structure and use (7th ed.). Stamford, CT: Cengage Learning. Gut, U. (2009). Introduction to English Phonetics and Phonology. Frankfurt: Peter Lang. Knight, R. (2012). Phonetics: A coursebook. Cambridge: CUP. O'Connor, J. D. (1980). Better English pronunciation. Cambridge: CUP. Roach, P. (2009). English phonetics and phonology: A practical course. Cambridge: CUP.		



D. Periodicals, Bulletins, Online resources, etc.	<p>The website below is that of Roach (2009). It provides various practical material for English phonetics: https://www.cambridge.org/elt/peterroach/resources.htm</p> <p>Online Clickable IPA charts which let students hear the sounds of the IPA, including ultrasound images showing the tongue positions for English consonants: www.cetl.org.uk/learning/phonetic/index.html</p> <p>Phonetics blogs For keeping up students' interest in phonetics on a daily basis: http://blogjam.name (John Maidment) http://phonetic-blog.blogspot.com (John Wells) www.yek.me.uk/Blog.html (Jack Windsor Lewis) http://language-log.ldc.upenn.edu (Language Log, with many linguists contributing)</p> <p>Other online resources:</p> <p>The original cardinal vowel recordings by Daniel Jones: www.let.uu.nl/~audiufon/data/e_cardinal_vowels.html</p> <p>A number of excellent tutorials from UCL, including practice for transcription, symbols and intonation: www.phon.ucl.ac.uk/resource/tutorials.html</p> <p>An online dictionary of phonetics terminology by John Maidment and colleagues: www.phon.ucl.ac.uk/home/johnm/sid/sidhome.htm</p>
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Instructor:

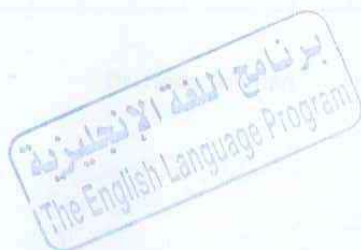
Dept. Head:

Programme Director:

Dr. Hoda Soliman

Dr. Sara El Daly

Sara El Daly





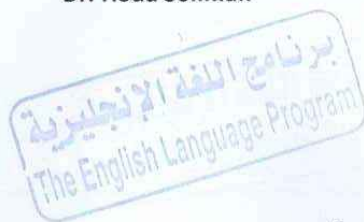
Form (11)
Course Matrix

Topic	Week(s)	Knowledge					Cognitive Skills					Professional Skills				General Skills			
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	1	2	3	4
i. The difference between speech and writing	1	√					√									√			√
ii. How speech organs work in English	2		√											√	√		√		√
iii. Consonant voicing	3			√			√	√	√			√	√	√	√		√		√
iv. Consonant place of articulation	4			√			√	√	√			√	√	√	√		√		√
v. Consonant manner of articulation	5			√			√	√	√			√	√	√	√	√	√	√	√
vi. Vowels	6-7			√			√	√	√			√	√	√	√	√	√		√
vii. Syllables and stress	9-10				√		√			√		√	√	√	√	√	√		√
viii. intonation	11-12					√	√				√	√	√	√	√	√	√		√

Instructor:

Dept. Head:

Dr. Hoda Soliman





Course Specification

1. Course Data

Course Code: EN112	Course Title: Reading and Listening	Year/Level: 1st Year
Specialization: English Language and Literature	Contact Hours: Lectures 4	Practical sessions 4

2. Course Aim	<p>This is a dual course that aims at training students to develop their oral communication as well as reading comprehension skills. The Reading part aims at assisting students develop essential reading skills. It is designed to foster their comprehension skills, vocabulary building skills, and reading fluency, i. e., speed and efficiency.</p> <p>The Listening part is designed to help students develop mastery of the listening and speaking skills which they will need to communicate effectively in English whether in everyday or in study and work situations.</p>
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The two parts of the course will proceed in parallel with each other throughout the term. The four-hour weekly lecture and practical session will be divided equally between the two parts. Therefore, a separate Course Specification is provided for each part.

I. Reading

3. Course Intended Learning Outcomes

A. Knowledge and understanding	<p>Upon successful completion of the course, students will be able to</p> <p>A.1 demonstrate mastery of the quick reading strategies, mainly, skimming and scanning</p> <p>A.2 Show competence in careful reading strategies, especially, intensive reading</p> <p>A.3 explain the meaning of a considerable range of vocabulary</p> <p>A.4 demonstrate their knowledge of various structural features of Standard English as used in context</p>
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B. Cognitive Skills	<p>Upon completion of the course, students should be able to:</p> <p>B.1 read a range of texts using the strategies which are appropriate for the purpose of reading</p> <p>B. 2 locate required information in a text</p> <p>B 3 use the context to guess the meaning of unfamiliar vocabulary items</p> <p>B. 4 summarize texts</p>
C. Professional/ Practical Skills	<p>Upon completion of the course, students should be able to:</p> <p>C. 1 apply the reading skills to other academic texts</p> <p>C. 2 apply the reading skills to extra-curricular texts, e. g., newspaper articles, general-interest books, travel itineraries, user manuals, etc.</p> <p>C. 3 predict what will come next in a text</p> <p>C. 4 engage in literate exchanges of ideas using Standard English</p>
D. General and transferrable Skills	<p>By the end of the course, students will have developed the skills of:</p> <p>D. 1 problem-solving</p> <p>D. 2 self-directed learning</p> <p>D.3. using information technology efficiently</p> <p>D.4 giving and receiving feedback effectively</p>



4. Course Content	List of topics	Weeks
	i. Unit 4: I'll check it in (Taking luggage on a plane) skim a webpage to get an idea about what it is about find out how much checked baggage you can take on a plane fill in a form about delayed luggage	1
	ii. Unit 5: I'll be at home (Dealing with mail) use a variety of skills when reading texts follow instructions about having your mail delivered follow instructions about having your water supply interrupted	2
	iii. Unit 6: A weekend in Wales (Booking holiday accommodation) relate information you already know to what you read in a text understand a description of bed and breakfast accommodation understand a letter of confirmation and the rules about cancelled accommodation	3
	iv. Unit 7: I saw an article about it (Magazine articles) identify the main point in a paragraph identify a dramatic beginning to an article follow the order of events in a narrative	4
	v. Unit 8: In the newspapers (Newspapers) identify newspaper sections and articles from these sections read a newspaper selectively find the main points in a newspaper article	5
	Review 1	6
	vi. Unit 9: Safety at work (Fire regulations) work out the meaning of unknown words from the context understand a leaflet about preventing a fire follow instructions for a fire drill	7
	vii. Unit 10: Lines of communication (Emails and notices at work) work out who an email is from and who it is to work out the main purpose of an email understand resignations and appointment notices	8
	viii. Unit 11: Any comments? (Questionnaires and feedback) interpret a completed questionnaire distinguish between comments and suggested actions understand how writers link facts and ideas	9



	Midterm Exam	10
	ix. Unit 14: Look it up! (Using reference materials) find information in a reference book use reference book to complete a crossword find answers to questions in a reference book	11
	x. Unit 15: It's on the shelf (Using a library database) understand instructions in a library catalogue understand what a novel is about from the blurb read fiction without worrying about difficult language	12
	xi. Unit 16: Read about reading (The process of reading) skim a text and identify the main points identify the topic of each paragraph within a text relate what you have read to your own experiences	13
	Review 2	14
5. Teaching and Learning Methods	Class discussions Self learning (Additional reading assignments from other sources than the textbook) Pair- and group work activities	
6. Teaching and Learning Methods for students with Special Needs		
Suggested methods:		
Office hours and specially designed assignments		
Extra hours by teaching assistants		



7. Assessment

A. Method	Midterm Exam	Final written exam
B. Date	Week 10	Exact date is set by the Faculty Council
C. Mark Distribution* *The total mark is divided equally between the Listening and Reading parts.	5	15

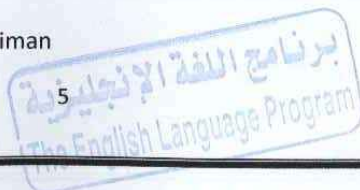
8. Textbook and references

A. Notes	Course pack prepared by the course instructor
B. Textbooks	
C. References	<p>Driscoll, L. (2008). Real Reading 3. Cambridge: CUP.</p> <p>The following books can be used for additional assignments:</p> <p>Beaumont, J., & Yancy, J. (2017). NorthStar reading and writing 1 (3rd ed.). White Plains, NY: Pearson Education.</p> <p>Dobiecka, K., & Wiederholt, K. (2007). Well-read 2: Skills and strategies for reading. Oxford: OUP.</p> <p>Engelhardt, D. (2013). Practice makes perfect: Intermediate English reading and comprehension. New York: McGraw-Hill Education.</p>
D. Periodicals, Bulletins, websites, etc.	<p>The following website contains teaching notes for every unit of the textbook. It should be useful for the teachers:</p> <p>www.cambridge.org/englishskills</p> <p>The following websites present practice reading comprehension exercises and tests. They can be used for self-learning activities as they contain answers:</p> <p>https://www.testprepreview.com/modules/reading1.htm</p> <p>https://learningpundits.com/module-view/36-reading-comprehension/1-tips-on-english-reading-comprehension/</p> <p>https://www.usingenglish.com/comprehension/</p> <p>https://www.testprep-online.com/reading-comprehension-practice-test</p>

Instructor:

Dept. Head:

Dr. Hoda Soliman

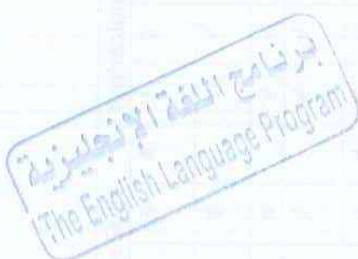




Programme Director:

Dr. Sara El Daly

Sara El Daly





University of Menoufia
Faculty of Arts
English Language and Literature BA Programme



Course Title : Reading and Listening
(Reading)

Course Code : EN112

Form (11) Course Matrix

Instructor:

Topic	Week(s)	Knowledge				Cognitive Skills				Professional Skills				General Skills			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
i. Unit 4: Taking luggage on a plane	1	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ii. Unit 5: Dealing with mail	2	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
iii. Unit 6: Booking holiday accommodation	3	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
iv. Unit 7: Magazine articles	4		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
v. Unit 8: Newspapers	5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
vi. Unit 9: Fire regulations	7	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
vii. Unit 10: Emails and notices at work	8	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
viii. Unit 11: Questionnaires and feedback	9		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ix. Unit 14: Using reference materials	11	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
x. Unit 15: Using a library database	12		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
xi. Unit 16: The process of reading	13	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Dept. Head: Dr. Hoda Soliman
Programme Director: Dr. Sara El Daly

Saad Eldaly





Course Specification

1. Course Data

Course Code: EN113	Course Title: Grammar	Year/Level: First Year
Specialization: English Language and Literature	Contact Hours: Lectures 2	Practical sessions ---

2. Course Aim

The course aims at enabling students to develop adequate knowledge of the most essential grammar rules of Standard English and use this knowledge to achieve effective written and spoken communication in English. The course is also designed to help students be self-monitors of their written and spoken performance.

3. Course Intended Learning Outcomes

A. Knowledge and understanding	<p>By the end of the course the students will be able to</p> <ul style="list-style-type: none">A (1) explain the structural and functional elements of the independent clause in EnglishA (2) distinguish major verb complementation patternsA (3) identify nouns, Noun Phrases, Adjectives, Adjective Phrases, Adverbs, Adverb Phrases, Prepositions, and Preposition phrasesA (4) explain Sentence/clause types: Declaratives, Interrogatives, Imperatives, and ExclamativesA (5) indicate ability of using punctuation rules
B. Cognitive Skills	<p>By the end of the course the students will be able to</p> <ul style="list-style-type: none">B (1) Analyse English independent clauses for their structural componentsB (2) Identify the main types of verb patterns and complementation in EnglishB (3) compare the major and minor word classesB (4) decide on the phrase head and modifiersB (5) relate sentence/clause types in English to their form-function mappings

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C. Professional/ Practical Skills	Upon completion of the course, students should be able to C (1) Use knowledge of English grammar rules in writing clear, well-formed sentences C (2) Use knowledge of English grammar rules in writing clear, well-formed sentences when translating texts from Arabic into English C (3) Edit their own texts and others' for the well-formedness of sentences C (4) Use knowledge of grammar rules in comprehending complex sentences
D. General Skills	By the end of the course, students will be able to D (1) Work with others collaboratively D (2) Search online for information and authentic texts D (3) Plan, organize, and set priorities for their learning D (4) Accomplish assigned tasks carefully and punctually



4. Course Content	List of topics		Week(s)
	I. Grammatical Terminology		1-2
	II. The parts of the simple sentence		
		Structure, form, function Subject, predicate, verb Operator	3
		Subject and verb Subject Types of verbs and verb complements Transitive verbs and direct object Linking verbs and subject complement Intransitive verbs and adverbials Direct object and indirect object Direct object and object complement	4-5
		The basic sentence structures The meanings of the sentence elements Exercises	6
	III. The structures of phrases		
		Phrase types The noun phrase	7
		The verb phrase	8
		The adjective phrase The prepositional phrase	9
		Exercises	10
		Midterm Exam	11
	IV. Sentences and clauses		
	Differences between sentences and clauses Sentence types: Declaratives, Interrogatives,	12	



		Imperatives, and Exclamatives Speech acts	
		Active and passive sentences Positive and negative sentences Compound sentences Complex sentences and subordinate clauses Sentences with dummy subjects Cleft sentences	13
		Exercises	14
		IV. Punctuation (Self-learning)	
5. Teaching and Learning Methods	Power-point presentations Class discussions Pair-work Assignments and self-learning		
6. Teaching and Learning Methods for students with Special Needs Suggested methods: Office hours and specially designed assignments Extra hours by teaching assistants			
7. Assessment			
A. Method	Midterm Exam	Final written exam	
B. Date	Week 11	At the end of the semester Definite date set by the Faculty Council	
C. Mark Distribution	5	15	
8. Textbook and references			



A. Notes	-----
B. Textbooks	Greenbaum, S., & Nelson, G. (2009) An introduction to English grammar (3rd ed.). London: Routledge.
C. References	<p>Carter, R. & McCarthy, M. (2006). Cambridge grammar of English: A comprehensive guide of spoken and written English grammar and usage. Cambridge: CUP.</p> <p>Downing, A. & Philip, L. (2015). English grammar: A university course. London: Routledge.</p> <p>Huddleston, R. & Pullum, G. (2005). A student's introduction to English grammar. Cambridge: CUP.</p> <p>Leech, G. & Svartvik, J. (2008). A communicative grammar of English. London: Longman.</p> <p>Murphy, R. (2012). English grammar in use (4th ed.) Cambridge: CUP.</p> <p>Quirk, R., Greenbaum, S., Leech, G. & Svartvik, J. (2012). A comprehensive grammar of the English language. London: Longman.</p>
D. Periodicals, Bulletins, etc.	<p>The following websites present practice exercises and tests of English grammar to be used for weekly practice:</p> <p>https://learnenglish.britishcouncil.org/english-grammar-reference</p> <p>https://elt.oup.com/student/practicegrammar/advanced/a_testzone/?cc=global&sellLanguage=en</p> <p>https://www.englishlearner.com/intermediate/advanced-english-grammar-test-1.shtml</p>

Instructor:

Prof. Maha El-Seidi

Dept. Head:

Dr. Hoda Soliman

Programme Director:

Dr. Sara El Daly

Sara El Daly





University of Memphis
Faculty of Arts
English Language and Literature BA Programme



Course Title: Grammar
Course Code: EN113

Form (11)
Course Matrix

Topic	Week(s)	Knowledge					Cognitive Skills					Professional Skills					General Skills			
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4
I. Grammatical Terminology	1-2	✓							✓								✓	✓		✓
II. The simple sentence parts: 1. Structure, form, function 2. Subject, predicate, verb 3. Operator	3	✓					✓					✓	✓	✓	✓					✓
II. The simple sentence parts 4. Subject and verb	4-5	✓	✓				✓	✓				✓	✓	✓	✓				✓	
II. The simple sentence parts 5. The basic sentence structures 6. The meanings of the sentence elements	6	✓					✓					✓	✓	✓	✓				✓	✓
III. The structures of phrases: 1. The noun phrase	7			✓			✓					✓	✓	✓	✓			✓		
III. The structures of phrases: 2. The verb phrase	8			✓			✓	✓				✓	✓	✓	✓				✓	
III. The structures of phrases: 3. The adjective phrase 4. The prepositional phrase	9			✓			✓					✓	✓	✓	✓				✓	✓



پروگرام زبان انگلیسی
The English Language Program

Prof. Maha El-Seidi

Dr. Hoda Soliman

Dr. Sara El Daly

Saveri Elclaly



Course Specification

1. Course Data

Course Code: EN213	Course Title: Introduction to Linguistics	Year/Level: Second Year
Specialization: English Language and Literature	Contact Hours: Lecture 2	Practical sess 2

2. Course Aim	The course aims at introducing the students the basics of theoretical linguistics. It is designed to help the students gain knowledge of the main branches of modern linguistics. In addition, students will practice analysis of the various levels of language production.
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3. Course Intended Learning Outcomes

A. Knowledge and Understanding	By the end of the course, the students will be able to A 1. Describe the sound patterns in English. A 2. Explain various morphological processes that help create words in English. A 3. Outline the phrase structure rules of different types of phrases in English. A 4. explain the lexico-semantic relations. A 5. distinguish between semantics and pragmatics (i.e., sentence and utterance meaning)
B. Cognitive Skills	Upon completion of the course, the students should be able to B 1. compare derivational and inflectional processes of word formation. B 2. apply the processes of linking, reduction, assimilation in speech production. B 3 analyze the constituent structure of the NP, VP, Adj Phrase, Adv. Phrase, and PP. B 4. Identify the semantic relations between words such as synonymy, polysemy, and hyponymy.
C. Professional/ Practical Skills	Upon completion of the course, students should be able to: C 1. use appropriate linguistic terms in spoken or written language. C 2. produce well-formed sentences. C 3. use the derivational and inflectional rules correctly. C 4. relate rules from what is studied and use them appropriately. C 5. write short paragraphs or articles summaries that consist of syntactically well-formed sentences.
D. General Skills	By the end of the course, students will be able to D 1. practice teamwork and time management. D 2. communicate with others appropriately D 3. manage transferring information in second language when required. D 4. gather and present information appropriately.

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4. Course Content	List of topics		Weeks
	Introductory chapter on the meaning of language and theoretical linguistics		1
	Phonology: Speech-sound patterns in English		2-3
	Morphology; bound and free morphemes derivational and inflectional Processes		4-5
	Mid-term exam		6
	Basics of syntax; the relation between morphology and syntax		7-8
	Semantics; word fields and semantic roles		9-10
	Pragmatics & Information Structure		11-12
	Speech Acts and Conversation		13

5. Teaching and Learning Methods	Traditional lectures; Self-learning; home works and summaries Mind mappings
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6. Teaching and Learning Methods for students with Special Needs

Suggested methods:

- Office hours and specially designed assignments
- Extra hours by teaching assistants

B. Date	7. Assessment		
	A. Method	Mid exam	Final written exam
	B. Date	Week 6	Set by the Faculty Council
	C. Mark Distribution	5	15

C. Mark Distribution	
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8. Textbook and references

A. Notes	Combined/compiled articles from different sources on language and linguistics
B. Textbooks	
C. References	Crystal, D. (1991). <i>The Cambridge encyclopedia of language</i> . Cambridge: Cambridge University Press. Finegan, E. (2015). <i>Language: Its Structure and Use</i> . Cengage Learning. Finch, G. (2000). <i>Linguistic terms and concepts</i> . London: MacMillan Press. Jackson, H. (1988). <i>Words and their meaning</i> . London and New York: Longman. Leech, G. N. (1986). <i>Principles of pragmatics</i> . London and New York: Longman. Yule, G. (1997). <i>The study of language</i> . Cambridge: Cambridge University Press.
D. Periodicals, Bulletins, websites, etc.	

Instructor:

Dr. Sara ElDaly

Dept. Head:

Dr. Hoda Soliman

Programme Director: Dr. Sara ElDaly

Sara ElDaly
Sara ElDaly

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The English Language Program



Form (11) Course Matrix

Topic	Weeks	Knowledge					Cognitive Skills				Professional Skills					General Skills			
		1	2	3	4	5	1	2	3	4	1	2	3	4	5	1	2	3	4
Introductory chapter on the meaning of language and theoretical linguistics	1	√																	
Phonology: Speech-sound patterns in English-1	2-3							√			√					√			
Phonology: Speech-sound patterns in English-2	4-5										√					√			
Morphology; bound and free morphemes; derivational and inflectional cases	6		√				√						√						√
Basics on syntax; the relation between morphology and syntax	7-8			√	√				√			√		√	√				
Semantics; Word fields and semantic roles	9-10				√				√										√
Pragmatics and information structure	11-12					√								√		√	√	√	
Speech acts and conversation	13										√					√			

Instructor:
Dept. Head:

Dr. Sara ElDaly
Dr. Hoda Soliman

Sara Elderly

برنامج اللغة الإنجليزية
The English Language Program



Course Specification

1. Course Data

Course Code: EN215	Course Title: Phonetics and Grammar	Year/Level: Second Year
Specialization: English Language and Literature	Contact Hours: Lectures <input type="text" value="2"/>	Practical sessions <input type="text" value="2"/>

2. Course Aim	<p>The course is a dual one. It is a continuation of the first-year Grammar and Phonetics courses. It is designed to provide the students with more theoretical knowledge and practice material necessary for developing their spoken and written communication skills. The first part aims at helping the students improve their English pronunciation with a focus on the supra-segmentals. The second part of the course aims at furthering the students' knowledge of the main rules of English grammar, with a focus on the ones related to expressing complex thoughts and reporting various types of situations and events.</p>
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3. Course Intended Learning Outcomes

A. Knowledge and understanding	<p>By the end of the course, the students will be able to</p> <p>A (1) explain how the phonetic environments influence the production of sounds</p> <p>A (2) outline the rules of word stress and sentence stress</p> <p>A (3) describe intonation patterns and functions</p> <p>A (4) illustrate types of clauses combining in English: coordination, subordination, and ellipsis</p> <p>A (5) express tense and aspect systems in English</p>
B. Cognitive Skills	<p>By the end of the course the students will be able to</p> <p>B (1) apply the rules of linking and blending consonants and vowels in connected speech according to the phonetic environments</p> <p>B (2) identify and apply the rules of word and sentence stress</p> <p>B (3) use the appropriate intonation patterns for phrases and sentences</p> <p>B (4) differentiate between independent, dependent, finite and non-finite clauses</p> <p>B (5) identify the correct contexts of usage of English tenses</p>



C. Professional/ Practical Skills	Upon completion of the course, students should be able to C (1) communicate orally in English with clear, correct pronunciation C (2) analyze spoken and written texts, C (3) use knowledge of English clause combining types in producing well-formed compound and complex sentences corresponding to the relative focus given to the sentence elements C (4) use their knowledge of tense and aspect systems in English in writing narrative and expository texts maintaining the appropriate sequence of tenses	
D. General Skills	After studying the course, students will be able to: D (1) paying attention to the forms and patterns D (2) estimating the relative significance of information D (3) self learning D (4) accomplishing assigned tasks carefully and accurately	
4. Course Content	List of topics of the Phonetics part	Week(s)
	Revision of English consonants and vowels	1
	i. FEATURES OF CONNECTED SPEECH (Based on Ch. 5B in Collins & Mees (2013)) Phonetic conditioning Assimilation*	2
	Phonetic conditioning Elision	3
	ii. STRESS AND RHYTHM (Based on Ch. 6B in Collins & Mees (2013)) Introduction What is stress? Word stress Some word stress guidelines	4
	Stress in English compounds Sentence stress Stress and rhythm	5
	iii. SPEECH MELODY (Based on Ch. 7B in Collins & Mees (2013)) Pitch movement Intonation variation The structure of intonation patterns in English	6
	Functions of intonation in English Intonation group sequences	7



4. Course Content	List of topics of the Grammar part		
	iv. Exploring the grammar of the clause (Based on Ch. 8 in Biber et al. (2002))		
	Introduction Devices of elaboration and condensation Subordination and dependent clauses		8
	Coordination Ellipsis and structural condensation Finite dependent clauses		9
	Non-finite dependent clauses Subjunctive verbs in dependent clauses Dependent clauses with no main clause		10
	v. Variation in the verb phrase: tense and aspect (Based on Ch. 6 in Biber et al. (2002))		
	Introduction Tense and time distinctions: Simple present and past tense		11
	Perfect and progressive aspect Perfect aspect in use		12
	Progressive aspect		13
		Revision	
	Oral Exam		14
5. Teaching and Learning Methods	Power-point presentations Class discussions Pair-work Assignments and self-directed learning		
6. Teaching and Learning Methods for students with Special Needs Suggested methods: Office hours and specially designed assignments Extra hours by teaching assistants			
7. Assessment			
A. Method	Oral Exam	Final written exam	
B. Date	Week 14	At the end of the semester Definite date set by the Faculty Council	



C. Distribution	Mark 5	15
8. Textbook and references		
A. Notes	Course pack prepared by the course instructor	
B. Textbooks		
C. References	<p>Phonetics</p> <p>Collins, B., & Mees, I. M. (2013). <i>Practical phonetics and phonology: A resource book for students</i> (2nd ed.). Abingdon: Routledge. Routledge English Language Introductions</p> <p>Ladefoged, P. (2011). <i>A Course In Phonetics</i>. Boston, MA : Wadsworth/Cengage Learning</p> <p>O'Connor, J. D. (1980). <i>Better English Pronunciation</i>. Cambridge: CUP.</p> <p>Roach, P. (2010). <i>English phonetics and phonology : A practical course</i> (4th ed.). Cambridge: CUP.</p> <p>Grammar</p> <p>Berry, R. (2012). <i>English grammar: A resource book for students</i>. London: Routledge.</p> <p>Biber, D., Conrad S., & Leech, G. (2002), <i>Longman student grammar of spoken and written English</i>. Essex: Pearson.</p> <p>Biber, D., Conrad S., & Leech, G. (2002), <i>Longman student grammar of spoken and written English: Workbook</i>. Essex: Pearson. (For the practical sessions)</p> <p>Collins COBUILD English grammar. (2005). Glasgow: HarperCollins.</p> <p>Huddleston, R. & Pullum, G. (2002), <i>The Cambridge grammar of the English language</i>. Cambridge: CUP.</p> <p>Quirk, R., Greenbaum, S., Leech, G. & Svartvik, J. (2012). <i>A comprehensive grammar of the English language</i>. London: Longman.</p>	



D. Periodicals, Bulletins, websites, etc.	<p>Phonetics</p> <p>A Glossary of English Phonetics and Phonology. Available at: http://www.cambridge.org/other_files/cms/PeterRoach/PeterRoach_Glossary.htm</p> <p>Web tutorials on phonetics from University College London. Available at: http://www.phon.ucl.ac.uk/resource/tutorials.html#phon</p> <p>English Intonation in the British Isles (IViE corpus) site, Oxford University Phonetics Laboratory</p> <p>Includes audio files and intonation transcriptions of seven British English dialects. Available at: http://www.phon.ox.ac.uk/files/apps/old_IViE/</p> <p>Grammar</p> <p>The following websites present practice exercises and tests of English grammar to be used for weekly practice:</p> <p>Upper-Intermediate English tenses test. Available at: https://www.ecenglish.com/learnenglish/lessons/upper-intermediate-english-tenses-test</p> <p>Mixed tenses exercises. Available at: https://agendaweb.org/verbs/mixed-tenses.html</p> <p>Tests on subordinating conjunctions. Available at: https://www.learnenglishfeelgood.com/esl-english-grammar-exercises.html</p>
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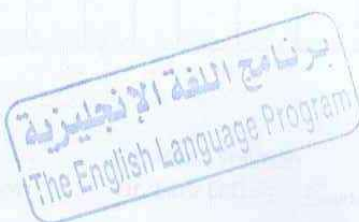
Instructor:

Dept. Head:

Dr. Hoda Soliman

Programme Director: Dr. Sara El Daly

Sara El Daly





University of Menoufia
Faculty of Arts
English Language and Literature BA Programme

Course Title	Phonetics and Grammar
Course Code	EN215

Form (11) Course Matrix

Topic	Week(s)	Knowledge					Cognitive Skills					Professional Skills				General Skills			
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	1	2	3	4
Features of connected speech	2-3	✓					✓					✓				✓		✓	
Stress and rhythm	4-5		✓					✓					✓					✓	
Speech melody	6-7			✓					✓			✓	✓			✓			
Exploring the grammar of the clause	8-10				✓					✓			✓	✓		✓	✓		
Variation of the verb phrase: tense and aspect	11-13					✓					✓				✓		✓		

Instructor:

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برنامج اللغة الإنجليزية
The English Language Program



Course Specification

1. Course Data

Course Code: EN 216	Course Title: Writing Skills	Year/Level: 2 nd Year
Specialization: English Language and Literature	Contact Hours: Lectures 2	Practical sessions 2

2. Course Aim	This is the first writing course in the programme. Focusing on the paragraph level, it aims at helping students develop the essential skills of written English communication. It is meant to foster students' abilities to produce clear, well-structured paragraphs of various types by providing them with theoretical knowledge and practice material related to the components of the writing process.
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3. Course Intended Learning Outcomes

A. Knowledge and understanding	By the end of the course, the students will be able to A.1 explain the steps of the writing process A.2 describe the concept, formal features, and structure of the paragraph A.3 identify the rhetorical structure and features of the following types of paragraphs: listing-order, giving instructions, describing places, stating reasons and using examples, and expressing opinions A.4 differentiate between simple, compound, and complex sentence structure A.5 describe essential rules of punctuation
B. Cognitive Skills	Upon completion of the course, the students will be able to B.1 apply the steps of the writing process B.2 identify the rhetorical modes of paragraphs and relate them to their rhetorical components and language features B.3 apply the standard English rules of grammar, punctuation, and usage B.4 identify the writing problems related to grammar, punctuation, and style
C. Professional/ Practical Skills	Upon completion of the course, students should be able to C.1 plan, draft, and revise their written texts C.2 produce paragraphs in different rhetorical modes showing logical organization, coherence, and mechanical accuracy C.3 evaluate their writing and that of others C.4 edit their own writing and that of others for sentence structure, and various mechanical aspects



D. General Skills	By the end of the course, students will be able to D. 1 collect and process information appropriately D.2. express and support opinions D.3 complete tasks timely and carefully D.4 solve problems individually and in collaboration with others		
4. Course Content	List of topics*		Weeks
	i. What is academic writing? ii. Writing Paragraphs (Based on Ch. 3 in Brannan (2010))	1	
	iii. Sentence structure • What Is a Sentence? • Subjects, Verbs, and Objects iv. Punctuation: Six rules of Capitalization (Based on Ch. 1 in Hogue (2008))	2	
	v. listing-Order Paragraphs • Clustering • Listing-Order Paragraphs • The Three Parts of a Paragraph • Outlining* (Based on Ch. 2 in Hogue (2008))	3	
	vi. Sentence Structure • Compound Sentences • Two Sentence Errors: Run-ons and Comma Splices (Based on Ch. 2 in Hogue (2008))	4	
	vii. Giving instructions • "How To" Paragraphs • Listing and Outlining (Based on Ch. 3 in Hogue (2008))	5	
	viii. Sentence Structure • Independent and Dependent Clauses • Complex Sentences • Sentence Errors: Fragments ix. Capitalization and Punctuation • Capitalization: Four More Rules • Commas: Four Rules (Based on Ch. 4 in Hogue (2008))		6



x. Describing a Place (Based on Ch. 5 in Brannan (2010))	7
xi. Grammar <ul style="list-style-type: none"> • Adjectives • Prepositions (Based on Ch. 4 in Hogue (2008))	8
Midterm Exam	9
xii. Stating Reasons and Using Examples <ul style="list-style-type: none"> • Outlines with Details • Reasons and Examples • Transition Signals with Reasons • Conclusion Signals with Reasons • Transition Signals with Examples (Based on Ch. 5 in Hogue (2008))	10
xiii. Sentence Structure <ul style="list-style-type: none"> • More About Complex Sentences • Reason and Condition Subordinators xiv. Capitalization and Punctuation <ul style="list-style-type: none"> • Capitalization: Two More Rules • Commas: Four More Rules (Based on Ch. 5 in Hogue (2008))	11
xv. Expressing Your Opinion <ul style="list-style-type: none"> • Opinion Paragraphs • Facts and Opinions • Transition Signals for Opinion Paragraphs (Based on Ch. 5 in Zemach & Rumisek (2008))	12
xvi. Sentence Structure <ul style="list-style-type: none"> • Model: Adjective Clauses <i>School Uniforms</i> • Adjective Clauses with <i>who</i>, <i>which</i>, and <i>that</i> • Punctuating Adjective Clauses • Complex Sentences with Adjective Clauses • More About Fragments xvii. Punctuation: Quotation Marks (Based on Ch. 6 in Hogue (2008))	13
Revision	14



5. Teaching and Learning Methods	Power-point presentations Class discussions Peer review activities (in the practical sessions) Assignments (for the practical sessions)
6. Teaching and Learning Methods for students with Special Needs	
Suggested methods:	
<ul style="list-style-type: none"> • Office hours and specially designed assignments • Extra hours by teaching assistants 	
7. Assessment	
A. Method	<div>Midterm Exam</div> <div>Final written exam</div>
B. Date	<div>Week 9</div> <div>Set by the Faculty Council</div>
C. Mark Distribution	<div>5</div> <div>15</div>
8. Textbook and references	
A. Notes	Course pack prepared by the course instructor
B. Textbooks	
C. References	Brannan, B. (2010). <i>A Writer's workshop: Crafting paragraph, building essays</i> (3rd ed.). New York: McGraw-Hill. Bullock, R. & Weinberg, F. (2009). <i>The Norton Field Guide to Writing</i> . New York: W. W. NORTON & COMPANY. Collie, Joanne & S. Slater. (2008). <i>Cambridge Skills for Fluency: Writing</i> . Cambridge: CUP. Hogue, A. (2008). <i>First steps in academic writing</i> (2nd ed.). White Plains, N.Y.: Pearson Longman. Krizner, L. & Mandell, S. (2018). <i>Patterns for college writing: A rhetorical reader and guide</i> . Boston: Bedford/St. Martin's. Palmer, Graham, R. Gower & S. Haines. (2010). <i>Cambridge English skills: Real writing</i> . Cambridge: CUP. Smalley, R., Mary Reutten & Kozyrev. J. (2000). <i>Refining composition skills: Rhetoric and grammar</i> (5 th ed.). Boston, MA: Heinle & Heinle. Zemach, D., & Rumisek, L. (2005). <i>Academic writing: From paragraph to essay</i> . Oxford: Macmillan.



**D. Periodicals,
Bulletins,
websites, etc.**

Paragraph writing exercises. Available at:

<http://www.buowl.boun.edu.tr/students/Paragraph%20Writing%20Exercises.htm>

Nine exercises on paragraph writing followed by a test. Available at:

https://ijc.ijay.cuny.edu/erc/writing/structure/exmenu_structure.php

Correction symbols and abbreviation symbols used in marking essays (PDF file). Available at:

https://www.kau.edu.sa/Files/0007198/Files/60170_writing%20correction%20symbols.pdf

Instructor:

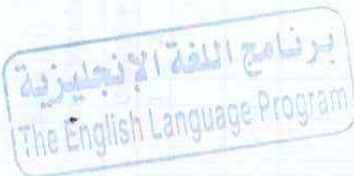
Dept. Head:

Dr. Hoda Soliman

Programme Director:

Dr. Sara El Daly

Sara Eldaly





University of Menoufia
Faculty of Arts
English Language and Literature BA Programme

Course Title	Writing Skills
Course Code	EN216

Form (11)
Course Matrix

Topic	Week	Knowledge					Cognitive Skills					Professional Skills					General Skills			
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4
i. What is academic writing?	1		✓																	
ii. Writing Paragraphs	1		✓									✓	✓	✓						
iii. Sentence structure (What Is a Sentence? Subjects, Verbs, and Objects)	2				✓				✓			✓	✓	✓	✓					
iv. Punctuation (Punctuation: Six rules of Capitalization)	2					✓			✓			✓	✓	✓	✓					
v. listing-Order Paragraphs	3	✓		✓				✓				✓	✓	✓			✓			✓
vi. Sentence Structure (Compound Sentences, Two Sentence Errors: Run-ons and Comma Splices)	4				✓				✓			✓	✓	✓	✓					
vii. Giving instructions	5	✓		✓				✓				✓	✓	✓	✓		✓			✓
viii. Sentence Structure (Independent and Dependent Clauses, Complex Sentences, Sentence Errors:	6				✓				✓				✓	✓	✓					

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Instructor:

Dept. Head: Dr. Hoda Soliman

Programme Director: Dr. Sara El Daly

Senai Eldady

برنامج اللغة الإنجليزية
The English Language Program



Course Specification

1. Course Data

Course Code: EN 221	Course Title: Grammar	Year/Level: Second Year
Specialization: English Language and Literature	Contact Hours: Lectures (2)	Practical sessions (2)

2. Course Aim

This course aims at enhancing the students' knowledge of Standard English grammar. Designed within an integrated framework of the program grammar courses, the course has the ultimate goal of reinforcing the students' English oral and written communication. It also aims at helping students develop their skill of self-monitoring their written and spoken performance.

3. Course Intended Learning Outcomes

A. Knowledge and understanding	By the end of the course the students will be able to A (1) describe the rules of the form, meaning and use of subject-verb agreement A (2) identify English verbs and verb phrases with focus on verb phrase functions, tense, aspect, voice, and mood. A (3) illustrate the form, meaning, and use of English modals and semi-modals A (4) describe the structure of negative and interrogative sentences in English A (5) indicate determiners: their types and order, and types and contexts of the articles
B. Cognitive Skills	By the end of the course the students will be able to B (1) decide the correct form of the verb according to the subject B (2) apply the interrelation between concepts such as time, tense, aspect, mood, and voice. B (3) relate between the various meanings and functions of English modals and semi-modals B (4) analyze negative and interrogative sentences for their types and sub-types B (5) compare between the various types of determiners in a noun phrase and realize the appropriate contexts of the definite, indefinite and zero articles
C. Professional/ Practical Skills	Upon completion of the course, students should be able to C (1) demonstrate accuracy in reporting various types of states and events using the correct verb tense-aspect combinations and the correct verb forms according to the subject C (2) use the appropriate modals and semi-modals in expressing logical probability and performing various speech acts C (3) produce correct negative and interrogative sentences in oral communication and written texts C (4) accurately use and arrange determiners in general and articles in particular



D. General Skills	<p>By the end of the course, students will be able to :</p> <p>D (1) work collaboratively (seeking accuracy in all the tasks which they perform)</p> <p>D (2) estimate the logical probability of whatever views they have to express</p> <p>D (3) self- regulation (planning, organizing, and setting priorities for learning)</p> <p>D (4) judge the social distance between themselves and their interlocutors properly</p> <p>D (5) use Information and Communication Technology (ICT) for learning</p> <p>D (6) estimate the logical definiteness of whatever concepts they refer to</p>
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4. Course Content	List of topics	Week	
	1- Subject-verb agreement		
	<ul style="list-style-type: none"> Form Meaning Use Exercises (practical session) 	1-2	
		Online 1 hour	Traditional 1 hour
	2- Verbs and verb phrases (part A)	3	
	<ul style="list-style-type: none"> Verb identification and classification Lexical verbs Auxiliary verbs Exercises (practical session) 	Online 1 hour	Traditional 1 hour
	2- Verbs and verb phrases (part B)	4	
	<ul style="list-style-type: none"> Finite verb forms and verb phrase Non- finite verb forms and verb phrase Exercises (practical session) 	Online 1 hour	Traditional 1 hour
	2- Verb phrase functions (part C)	5	
	<ul style="list-style-type: none"> Tense Aspect Voice Mood Exercises (practical session) 	Online 1 hour	Traditional 1 hour
	3- Modals (part A)	6	
	<ul style="list-style-type: none"> The form of modals Modals and their phrasal modals/semi-modals counterparts The meaning of modals 	Online 1 hour	Traditional 1 hour
	3- Modals (part B)	7	
	<ul style="list-style-type: none"> The use of modals and phrasal modals/semi-modals: social functions of modals- modals to describe ability/potential/tendency- modals to express logical probability. Exercises (practical session) 	Online 1 hour	Traditional 1 hour
	Midterm Exam	8	
	4- Negation		
	<ul style="list-style-type: none"> Verbal negation 	9	



<ul style="list-style-type: none"> • Non-verbal negation • Exercises (practical session) 	Online 1 hour	Traditional 1 hour
5- Questions (part A)	10	
<ul style="list-style-type: none"> • Yes/no questions • Tag questions • Wh-questions 	Online 1 hour	Traditional 1 hour
5- Questions (part A)	11	
<ul style="list-style-type: none"> • Other types of yes/no and wh-questions: alternative questions and rhetorical questions • Exercises (practical session) 	Online 1 hour	Traditional 1 hour
6- Determiners	12	
<ul style="list-style-type: none"> • Order of determiners in noun phrases • Types of determiners • Exercises (practical session) 	Online 1 hour	Traditional 1 hour
7- Articles	13	
<ul style="list-style-type: none"> • Types of Articles • The occurrence of articles • Using articles • Additional facts about definite articles • Exercises (practical session) 	Online 1 hour	Traditional 1 hour
Final revision	14	
	Online 1 hour	Traditional 1 hour

5. Teaching and Learning Methods

Power-point presentations
Class discussions
Pair and group work
Assignments and self-learning
Online/ virtual classes

6. Teaching and Learning Methods for students with Special Needs

Suggested methods:
Office hours and specially designed assignments
Extra hours by teaching assistants

7. Assessment

A. Method	Midterm Exam	Final written exam
B. Date	Week 8	At the end of the semester Definite date set by the Faculty Council



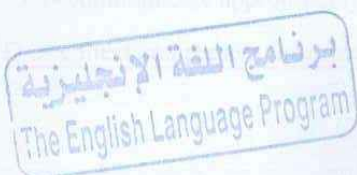
C. Mark	5	15
Distribution		
8. Textbook and references		
A. Notes	-----	
B. Textbooks	Course pack prepared by the course instructor.	
C. References	<p>Carter, R. & McCarthy, M. (2006). <i>Cambridge grammar of English: A comprehensive guide of spoken and written English grammar and usage</i>. Cambridge: CUP. Downing, Cowan, R. (2008). <i>The teacher's grammar of English: A course book and reference guide</i>. Cambridge University Press.</p> <p>Eastwood, J. (1999). <i>Oxford practice grammar with answers</i> (2nd ed.). Oxford University Press. (Good source for extra exercises)</p> <p>Greenbaum, S., & Nelson, G. (2009) <i>An introduction to English grammar</i> (3rd ed.). Routledge.</p> <p>Kennedy, G. (2003). <i>Structure and meaning in English: A guide for teachers</i>. Pearson Education Limited.</p> <p>Larsen-Freeman, D. & Celce-Murcia, M. (2016). <i>The grammar book: Form, meaning and use for English language teachers</i> (3rd ed.). National Geographic Learning/Cengage.</p> <p>Leech, G. & Svartvik, J. (2008). <i>A communicative grammar of English</i>. Longman.</p> <p>Murphy, R. (2012). <i>English grammar in use</i> (4th ed.) Cambridge University Press.</p> <p>Quirk, R., Greenbaum, S., Leech, G. & Svartvik, J. (2012). <i>A comprehensive grammar of the English language</i>. Longman.</p>	
D. Periodicals, Bulletins, etc.	<p>The following websites present practice exercises and tests of English grammar to be used for weekly practice:</p> <p>https://learnenglish.britishcouncil.org/english-grammar-reference</p> <p>https://www.usingenglish.com/quizzes/</p> <p>https://www.ef.com/wwen/english-resources/english-grammar/</p>	

Instructor:

Head of Department: Dr. Hoda Soliman

Program Coordinator: Dr. Sara El Daly

Sara El Daly





Form (10)
Course Specification
1. Course Data

Course Code: EN 223	Course Title: Translation	Year/Level: 2 nd Year
Specialization: English Language and Literature	Contact Hours: Lecture 4	Practical sessions

2. Course Objectives	By the end of the course, students should be able to translate written texts from English into Arabic in the specific areas to be covered and vice versa, besides identifying methods of translating different fields.
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3. Course Intended Learning Outcomes

A. Knowledge and understanding	By the end of the course, students should be able to A-1. identify major theories of translation. A-2. explain technical terminology related to the specific areas to be covered .
B. Cognitive Skills	By the end of the course, students should be able to B-1 analyze various types of texts. B-2 use different types of dictionaries, overcoming the problems of translation and new vocabularies.
C. Professional/ Practical Skills	By the end of the course, students should be able to: C2-avoid word-for-word translation. C3- produce translated texts in a style similar to that of the target language C-4- translate from and into Arabic texts C-6- use references in the second language studied.
D. General Skills	By the end of the course, students should be able to: D-1 - suggest solutions to potential problems in work fields. D-2- communicate appropriately with others. D-3- collect and present information appropriately.

برنامج اللغة الإنجليزية
The English Language Program



4. Course Content	<table> <tr> <th data-bbox="349 281 530 309">Week</th><th data-bbox="530 281 1257 309">List of topics</th></tr> <tr> <td data-bbox="349 309 530 347">1</td><td data-bbox="530 309 1257 347">Principles of Translation</td></tr> <tr> <td data-bbox="349 347 530 384">2</td><td data-bbox="530 347 1257 384">Rules of Translation</td></tr> <tr> <td data-bbox="349 384 530 422">3-4</td><td data-bbox="530 384 1257 422">The act of Translation</td></tr> <tr> <td data-bbox="349 422 530 459">5-6</td><td data-bbox="530 422 1257 459">Interference and Translation</td></tr> <tr> <td data-bbox="349 459 530 497">7-8</td><td data-bbox="530 459 1257 497">Outline History of Translation</td></tr> <tr> <td data-bbox="349 497 530 534">9</td><td data-bbox="530 497 1257 534">Passages for Translation into Arabic</td></tr> <tr> <td data-bbox="349 534 530 572">10-11</td><td data-bbox="530 534 1257 572">Passages for Translation into Arabic</td></tr> <tr> <td data-bbox="349 572 530 609">12</td><td data-bbox="530 572 1257 609">Passages for Translation into Arabic</td></tr> <tr> <td data-bbox="349 609 530 647">13-14</td><td data-bbox="530 609 1257 647">Passages for Translation into English</td></tr> </table>	Week	List of topics	1	Principles of Translation	2	Rules of Translation	3-4	The act of Translation	5-6	Interference and Translation	7-8	Outline History of Translation	9	Passages for Translation into Arabic	10-11	Passages for Translation into Arabic	12	Passages for Translation into Arabic	13-14	Passages for Translation into English
Week	List of topics																				
1	Principles of Translation																				
2	Rules of Translation																				
3-4	The act of Translation																				
5-6	Interference and Translation																				
7-8	Outline History of Translation																				
9	Passages for Translation into Arabic																				
10-11	Passages for Translation into Arabic																				
12	Passages for Translation into Arabic																				
13-14	Passages for Translation into English																				
5. Teaching and Learning Methods	<p>Class discussions</p> <p>Pair-work and group work in the practical sessions.</p> <p>Assignments for the practical sessions.</p>																				
6. Teaching and Learning Methods for students with Special Needs Office hours																					
7. Assessment																					
A. Method	- Oral exam Final written exam																				
B. Date	Week 13 Set by the Faculty Council																				
C. Mark Distribution	5 15																				
8. Textbook and references																					
A. Notes	Textbook																				
B. Textbooks	Passages for Translation																				



C. References	<p><i>Al-Mawrid Al-Akbar</i> (English-Arabic). (2005). Munir Al Ba'albaki. Beirut-Lebanon: Dar El Ilm Lil Malayen.</p> <p>Bassnet, S. (1991). <i>Translation studies</i>. London: Routledge.</p> <p>Bell, T. R. (1991). <i>Translation and translating: Theory and practice</i>. Essex: Longman Group UK Limited.</p> <p>El-Batal, Mohammad. (2013). <i>A Dictionary of Idioms: Egyptian Arabic-English</i>. Cairo: Librairie du Liban Publishers.</p> <p>Enani, M. M. (2000). <i>Dictionaries for the translator: An introduction</i>. Cairo: The Anglo-Egyptian Bookshop.</p> <p>Hans Wehr. (1980). <i>A Dictionary of Modern Written Arabic</i>. Cowan, J. Milton (ed). Beirut: Librairie du Liban. معجم اللغة العربية المعاصرة، عربي - انكليزي، ج ميلتون. هانز فير. ١٩٨٠.</p> <p>Newmark, P. (1993). <i>About translation</i>. Clevedon: Multilingual Matters. كوان (تحقيق). الطبعة الثالثة، مكتبة لبنان، بيروت.</p> <p>Newmark, P. (1984). <i>Approaches to translation</i>. Oxford: Pergamon Press.</p> <p>Massoud, Mary, M. F. (1988). <i>Translate to Communicate</i>. Illinois: Davic C. Cook.</p> <p>Savory, T. (1968). <i>The art of translation</i>. London: Jonathan Cape.</p> <p>Oxford Words power قاموس اكسفورد الحديث، انكليزي-انكليزي-عربي، طبعة موسعة. ٢٠٠٦. Oxford University Press.</p> <p>Schulte, R & J. Biguenet (Eds.). (1992). <i>Theories of translation: An anthology of essays from Dryden to Derrida</i>. Chicago: The University of Chicago Press.</p> <p>Yussif, M.H. (2011). <i>How to translate</i>. Cairo: The Anglo-Egyptian Bookshop.</p>
D. Periodicals, Bulletins, etc.	<p><i>Awaser</i> issued by the National Center for Translation in Cairo</p>

Instructors:

Dr.

Dept. Head:

Dr. HodaSoleiman

Programme Director:

Dr. Sara ElDaly

Sara ElDaly





Course Specification

1. Course Data

Course Code: EN 313	Course Title: Translation	Year/Level: 3 rd Year
Specialization: English Language and Literature	Contact Hours: Lectures <input type="text" value="4"/> Practical session <input type="checkbox"/>	

2. Course Objectives

By the end of the course, students should be able to translate more varied and advanced written texts from English into Arabic in specific chosen areas to be covered and vice versa, besides identifying advanced methods of translating different fields, such as scientific translation, literary translation, and legal translation.

3. Course Intended Learning Outcomes

A. Knowledge and Understanding

By the end of the course the students will have developed knowledge of the following:
By the end of the course, students should be able to:
A-1 Demonstrate more major modern theories of translation (skopos theorie).
A-2. Express more technical terminology of the specific areas to be covered.
A-3 Indicate a knowledge of English etymology

B. Cognitive Skills

By the end of the course the students will have developed the ability to:
B-1 Analyze various types of texts.
B-2 Apply different types of dictionaries, overcoming the problems of translation and acquiring new vocabularies.
B 3- Show the relationship between the source language and target language
B 4- Analyze cultural differences between English and Arabic and the way this affects the translation process.

C. Professional/ Practical Skills

Upon completion of the course, students will be able to:
C1-Justify word-for-word translation.
C2- Produce translated texts in a style similar to that of the target language
C-3- Conduct more sophisticated texts (literary, scientific, legal, etc) from English and into Arabic and vice versa.

D. General Skills

By the end of the course, students will be able to:
D (1) Communicate with others collaboratively
D (2) Present online information on types of translation
D (3) Collaborate for learning the process of translation



4. Course Content	List of topics	Week
	A Brief History of Translation	1
	Principles of Translation	2
	Key Terms in Translation	3-4
	Selected Passages for translation into Arabic (Literary oriented)	5-6
	Passages for translation into Arabic (Scientifically oriented)	7-8
	Passages for Translation into English (Journalistic)	9
	Passages for Translation into English (Legal)	10-11
	Miscellanea of Terminologies on the chosen fields	12
	Miscellanea of Terminologies -Oral exam	13-14

5. Teaching and Learning Methods	Class discussions Pair-work (in the practical sessions) Assignments (for the practical sessions)
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6. Teaching and Learning Methods for students with Special Needs	Office hours
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7. Assessment		
A. Method	Oral exam	Final written exam
B. Date	Week 13	Set by the Faculty Council
C. Mark Distribution	5	15

8. Textbook and references

A. Notes	Study book
B. Textbooks	Select Passages for Translation



C. References

- Abdallah, Hassan. (2011). *A dictionary of international relations and conference terminology*. Beirut: Librairie du Liban.
- Abou-Seida A.M. Sami K. El-Shahed. (2015). *Groundwork of translation*. Cairo: Al-Alamia Publishing.
- Bassnet, S. (1991). *Translation studies*. London: Routledge.
- Bell, T. R. (1991). *Translation and translating: Theory and practice*. Essex: Longman Group UK Limited.
- El-Batal, Mohammad. (2013). *A Dictionary of Idioms: Egyptian Arabic-English*. Cairo: Librairie du Liban Publishers.
- Enani, M. M. (2000). *Dictionaries for the translator: An introduction*. Cairo: The Anglo-Egyptian Bookshop.
- Newmark, P. (1993). *About translation*. Clevedon: Multilingual Matters.
- Newmark, P. (1984). *Approaches to translation*. Oxford: Pergamon Press.
- Massoud, Mary, M. F. (1988). *Translate to Communicate*. Illinois: Davic C. Cook.
- Sanders, Ella Frances. (2014). *Lost in translation: An illustrated compendium of untranslatable words from around the world*. New York: Crown Publishing.
- Savory, T. (1968). *The art of translation*. London: Jonathan Cape.
- Yussif, M.H. (2011). *How to translate*. Cairo: The Anglo-Egyptian Bookshop.

D. Periodicals, Bulletins, etc.

Awaser issued by the National Center for Translation in Cairo

Instructors:

Dr. Hazem Galhoum

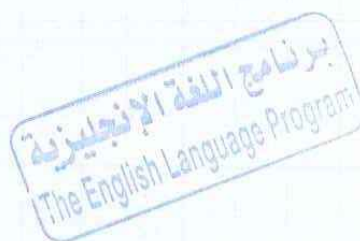
Dept. Head:

Dr. Hoda Soleiman

Programme Coordinator:

Dr. Sara ElDaly

Sara ElDaly





Course Title	Translation
Course Code	EN 313

Topic	Week (s)	Knowledge				Cognitive Skills				Professional Skills				General Skills			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
History of Translation	1		√													√	
Principles of Translation	2		√													√	
Key Terms in Translation	2	√					√							√			
Key Terms in Translation	3																
Passages for translation into Arabic	4																
Passages for translation into Arabic	5																
Chapter Four: Passages for translation into Arabic	6																
Chapter Four: Passages for translation into Arabic	7																
Chapter Five: Passages for translation into English	8																
Chapter Five: Passages for translation into English	9																
Chapter Five: Passages for translation into English	10																

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Course Specification

1. Course Data

Course Code: EN 314	Course Title: Essay and Language Exercises	Year/Level: 3rd Year
Specialization: English Language and Literature	Contact Hours: Lectures <input type="text" value="2"/> Practical sessions <input type="text" value="2"/>	

2. Course Aim	This course is a continuation of the second year Writing Skills course (EN 216). It aims at reinforcing the students' written English communication skills, with a focus on short essays (three/four-paragraph essays). The course is a dual one, covering rhetorical as well as language skills. It is designed to familiarize the students with the conventions of writing English essays of various rhetorical modes and provide them with practice material for the relevant language structures.
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3. Course Intended Learning Outcomes

A. Knowledge and understanding	By the end of the course, the students should be able to: A.1 Outline the component paragraphs of the short essay in general and the rhetorical function of each A.2 Explain the rhetorical structure of the following types of essays: descriptive, narrative, opinion, compare-and-contrast, and cause-and-effect A.3 Describe the text connectors relevant to each type of essays A.4 Describe the grammatical and structural features relevant to each type of essays
B. Cognitive Skills	Upon completion of the course, the students should be able to: B.1 Compare the types of essays B.2 Analyze essays for their rhetorical structure B.3 Use text connectors reasonably and appropriately B.4 Identify and correct writing problems related to sentence structure, transition markers, and style

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C. Professional/ Practical Skills	<p>Upon completion of the course, students should be able to:</p> <ul style="list-style-type: none">C.1 Write essays in different rhetorical modes showing logical organization, coherence, and mechanical accuracyC.2 Communicate effectively in writing for various purposesC.3 revise and improve their writingC.4 process written texts critically in terms of content and structure
D. General Skills	<p>By the end of the course, students will have developed the skills of:</p> <ul style="list-style-type: none">D.1 presenting factual descriptionsD.2. arguing for or against various issuesD.3 completing tasks timely and accuratelyD.4 Problem-solving individually and in collaboration with others



4. Course Content	List of topics*	Weeks
	Revision of: Paragraph Structure and Unity and Coherence in a Paragraph (Based on Unit 1 in Savage & Mayer (2005))	1
	Moving from Paragraph to Essay i. Short Essay Organization ii. Editing Your Writing (practical sessions) <ul style="list-style-type: none"> ○ simple and compound sentences ○ run-on sentences ○ dependent clauses 	2
	Descriptive Essays (1) iii. Organization of Descriptive Essays	3
	Descriptive Essays (2) iv. Developing Your Ideas <ul style="list-style-type: none"> ○ Prepositional Phrases in Descriptive Writing ○ Adding Details to Sentences ○ Similes v. Editing Your Writing (practical sessions) <ul style="list-style-type: none"> ○ Using adjectives in Descriptive Writing ○ Formation of Adjectives ○ Describing Feelings ○ Order of Adjective 	4
	Writing an Essay Using Narration (1) vi. Organization of Narrative Essays	5
	Narrative Essays (2) vii. Developing Your Ideas <ul style="list-style-type: none"> ○ Showing Sequence in Narrative Essays ○ Time Adverbs ○ Subordinating Conjunctions viii. Editing Your Writing (practical sessions) <ul style="list-style-type: none"> ○ Using the Past Continuous in Narrative essays ○ Past Time Clauses ○ Simultaneous Activities ○ Interrupted Activities ○ Events in Sequence 	6
	Writing Opinion/Persuasion Essays (1) ix. Organization of Opinion/Persuasion Essays x. Developing your ideas <ul style="list-style-type: none"> ○ Facts and Opinions ○ Interpreting Facts to Support an Opinion 	7



	<p>Writing Opinion/Persuasion Essays (2)</p> <p>xi. Counter-Argument and Refutation</p> <p>xii. Editing Your Writing (practical sessions)</p> <ul style="list-style-type: none"> ○ Using Quantity Expressions in Opinion Essays ○ Using Connectors to Show Support and Opposition 	8
	<p>Writing an Essay using Comparison and Contrast (1)</p> <p>xiii. Comparison and Contrast Organization</p>	9
	<p>Writing an Essay using Comparison and Contrast (2)</p> <p>xiv. Developing Your Ideas: Comparison and Contrast Connectors</p> <p>xv. Editing Your Writing (practical sessions)</p> <ul style="list-style-type: none"> ○ Using comparatives in Comparison and Contrast Essays ○ Comparatives in Sentences 	10
	<p>xvi. Writing summaries (This topic is to be set as a self-directed learning one. Students are to present their writing in class.)</p>	11
	<p>Cause and Effect Essays (1)</p> <p>xvii. Cause and Effect Organization</p> <p>xviii. Clustering Information</p>	12
	<p>Cause and Effect Essays (2)</p> <p>xix. Developing Your Ideas: Causal Chains</p> <p>xx. Editing Your Writing (practical sessions)</p> <ul style="list-style-type: none"> ○ The Future with Will ○ Using Will with So That ○ Expressing Future Possibility with If Clauses 	13
	<p>Oral Exam</p>	14
	<p>*Topics number i, vi, ix, xi, and xiii are based on Scarry and Scarry (2011). The other topics are based on Savage & Mayer (2005).</p>	



5. Teaching and Learning Methods	Power-point presentations Class discussions self-directed learning Peer review activities (in the practical sessions) Assignments (for the practical sessions)	
6. Teaching and Learning Methods for students with Special Needs Suggested methods:		
<ul style="list-style-type: none">• Office hours and specially designed assignments• Extra hours by teaching assistants		
7. Assessment		
A. Method	Oral Exam	Final written exam
B. Date	Week 14	Set by the Faculty Council
C. Mark Distribution	5	15
8. Textbook and references		
A. Notes	Course pack prepared by the course instructor	
B. Textbooks		
C. References	Collie, J. & Slater, S. (2008). Cambridge Skills for Fluency: Writing. Cambridge: CUP. Glenn, C., & Gray, L. (2017). The writer's Harbrace handbook. Boston: Cengage Learning. Savage, A. & Mayer, P. (2005). Effective academic writing 2: The short essay. Oxford: OUP. Scarry, S. & Scarry, J. (2011). The writer's workplace with readings: Building college writing skills (7th ed.). Boston, MA: Cengage Learning. Seely, J. (2013). Oxford A-Z of grammar and punctuation. Oxford: OUP. Zemach, D., & Rumisek, L. (2005). Academic writing: From paragraph to essay. Oxford: Macmillan.	



D. Periodicals,
Bulletins,
websites, etc.

Providing Feedback on Student Writing (PDF file). Available at:
<http://www.sjsu.edu/aanapisi/docs/ProvidingFeedbackonStudentWritingbySaraCook.pdf>
Guide to Grammar and Writing. This website offers comprehensive lessons on all aspects of English grammar and writing. It can be used by students for self-directed learning.
Available at:
<http://guidetogrammar.org/grammar/index.htm>
ESL Essay Writing Activities. Available at:
<https://study.com/academy/lesson/esl-essay-writing-activities.html>

Instructor:

Dept. Head:

Dr. Hoda Soliman

Programme Director: Dr. Sara El Daly

Sara Elderly

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Course Title: Essay and Language Exercises

Form (11)
Course Matrix

Topic	Week (s)	Knowledge				Cognitive Skills				Professional Skills				General Skills			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
i. Short Essay Organization	2	✓								✓			✓				
ii. Editing (simple and compound sentences, run-on sentences, dependent clauses)	2				✓				✓	✓		✓	✓			✓	
iii. Organization of Descriptive Essays	3		✓			✓	✓			✓			✓	✓			
iv. Developing ideas in Descriptive Essays	4		✓	✓	✓			✓	✓	✓	✓		✓	✓			
v. Editing Descriptive Essays	4				✓				✓	✓		✓	✓			✓	
vi. Organization of Narrative Essays	5		✓	✓		✓	✓	✓		✓			✓				
vii. Developing ideas in Narrative Essays	6			✓	✓			✓	✓	✓	✓		✓				
viii. Editing Narrative Essays	6			✓	✓			✓	✓	✓		✓	✓			✓	
ix. Organization of Opinion Essays	7		✓			✓	✓			✓			✓		✓		
x. Developing ideas in Opinion Essays	7		✓	✓						✓	✓		✓		✓		
xi. Counter-Argument and Refutation in Opinion Essays	8		✓	✓						✓			✓		✓		
xii. Editing Opinion Essays	8			✓	✓			✓	✓	✓		✓	✓			✓	
xiii. Comparison and Contrast Organization	9		✓			✓	✓			✓			✓				✓
xiv. Developing Ideas in Comparison and Contrast Essays	10			✓				✓		✓	✓		✓				✓



xv. Editing Comparison and Contrast Essays	10				✓				✓	✓		✓	✓				
xvi. Writing summaries	11		✓							✓						✓	
xvii. Organization of Cause and Effect Essays	12		✓							✓			✓				✓
xviii. Clustering Information in Cause and Effect Essays	12			✓				✓		✓			✓				✓
xix. Developing Ideas in Cause and Effect Essays	13			✓				✓		✓	✓		✓				✓
xx. Editing Cause and Effect essays	13				✓				✓	✓		✓	✓			✓	

Instructor:

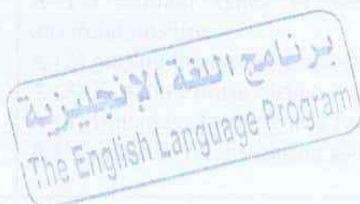
Dept. Head:

Dr. Hoda Soliman

Programme Director:

Dr. Sara El Daly

Sara El Daly





Course Specification

1. Course Data

Course Code: EN315	Course Title: Grammar	Year/Level: Third Year
Specialization: English Language and Literature	Contact Hours: Lectures <input type="text" value="3"/> Practical sessions <input type="text" value="---"/>	

2. Course Aim	The course aims at providing students with a general introduction to English morphology and syntax. It focuses on assisting students to develop a strong understanding of the main morphological and grammatical structures of Standard English. Particular attention is given to training students in the structures necessary for written and spoken fluency in English.
3. Course Intended Learning Outcomes	
A. Knowledge and understanding	By the end of the course the students should be able to: A (1) explain types of morphemes, lexico-syntactic and lexico-semantic interrelationships A (2) outline the types of words and processes of word-formation A (3) Explain Phrase Structure Rules of the English sentence A (4) Illustrate structure and functions of the passive voice A (5) describe relativization as an essential form of subordination
B. Cognitive Skills	By the end of the course the students should be able to: B (1) analyze English words for their morphological structure, B (2) Analyze the hierarchical structure of English sentences B (3) identify the relationship between the active/passive voice and the context, especially regarding information structure, focus and emphasis B (4) discuss the forms and functions of relative clauses

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C. Professional/ Practical Skills	Upon completion of the course, students should be able to: C (1) Produce well-formed English sentences both orally and in writing C (2) Translate texts from Arabic into English showing morphological and grammatical accuracy C (3) edit texts for the well-formedness of sentences C (4) Use the accurate grammatical terminology in conducting linguistic analysis	
D. General Skills	By the end of the course, students should be able to: D (1) Collaborate with others; D (2) Search online for information and authentic texts D (3) set priorities for their learning D (4) complete tasks timely and accurately	
4. Course Content	List of topics	Week(s)
	I. LEXICOGRAMMAR	
	Introduction	
	1. The form of lexicogrammatical items	1
	2. The meaning of lexicogrammatical items	2
	3. The use of lexicogrammatical items	3
	Exercises (Based on Ch. 3 in Larsen-Freeman & Celce-Murcia (2016).)	
	4. Words	4-5
	a) Simple, Complex and Compound words b) Processes of word-formation (1) Exercises (Based on Chapters 9-10 in Stageberg (2000))	
	II. WORD ORDER AND PHRASE STRUCTURE RULES	
	1. Word Order and Phrase Structure Rules for the Subject of a Sentence Exercises (Based on Ch. 5 in Larsen-Freeman & Celce-Murcia (2016))	6-7
	2. Phrase Structure Rules for the Predicate of a Sentence Exercises (Based on Ch. 6 in Larsen-Freeman & Celce-Murcia (2016))	8-9
	Midterm Exam	10
	III. THE PASSIVE VOICE	
1. Forms of the English Passive	11	
2. The meaning of the passive		
3. The use of the passive	12	
Exercises		



	(Based on Ch. 18 in Larsen-Freeman & Celce-Murcia (2016))	
	IV. INTRODUCTION TO RELATIVE CLAUSES	
	1. The form of the relative clauses	13
	2. English relative clause types	
	3. The meaning of relative pronouns	14
	4. The use of relative pronouns and relative clauses	
	Exercises (Based on Ch. 28 in Larsen-Freeman & Celce-Murcia (2016))	
5. Teaching and Learning Methods	Power-point presentations Class discussions Pair-work Assignments Self-learning	
6. Teaching and Learning Methods for students with Special Needs To be suggested.		
7. Assessment		
A. Method	Midterm Exam	Final written exam
B. Date	Week 10	Exact date is set by the Faculty Council.
C. Mark Distribution	5	15
8. Textbook and references		
A. Notes	Course pack prepared by the course instructor	
B. Textbooks		
C. References	Booij , G. (2007). The Grammar of words: An introduction to linguistic morphology (2nd ed.). New York: OUP. Carnie, A. (2013) Syntax: A generative introduction. (3rd ed.). Oxford: Wiley-Blackwell. Culicover, P. W., & Jackendoff, R. (2005). Simpler syntax. Oxford: OUP. Larsen-Freeman, D. & Celce-Murcia, M. (2016). The grammar book: Form, meaning and use for English language teachers (3rd ed.). Boston, MA: National Geographic Learning/Cengage. Leech, G., & Svartvik, J. (2008). A communicative grammar of English. London: Longman. Lieber, R. (2009). Introducing morphology. Cambridge: CUP. Quirk, R., Greenbaum, S., Leech, G. & Svartvik, J. (2012). A comprehensive grammar of the English language. London: Longman. Stageberg, N. (2000). An introductory English grammar. New York: Harcourt	



	Brace Jovanovich. Van Valin, R. D. (2001). An introduction to syntax. Cambridge: CUP.
D. Periodicals, Bulletins, websites, etc.	The following site provides Interactive Morphology Exercises which can be used for self-learning: https://www.cs.bham.ac.uk/~pxc/nlp/InteractiveNLP/NLP_morph2.html The following sites provide exercises on word-formation (with a focus on derivation/affixation): https://www.english-grammar.at/online_exercises/word-formation/word-formation-index.htm https://benjamins.com/sites/z.156/exercise/c4q9 Challenging Phrase Structure Rules exercises, from which the teacher can select the relevant ones, are presented in a PDF file available at: http://www.cengage.com/resource_uploads/learning_module_downloads/0170178250_54032_media.pdf

Instructor:

Dept. Head:

Dr. Hoda Soliman

Programme Director: Dr. Sara El Daly

Sara El Daly





Form (11)
Course Matrix

Course Title: Grammar

Topic	Week(s)	Knowledge					Cognitive Skills				Professional Skills				General Skills			
		1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4
I. LEXICO-GRAMMAR: Form, meaning, and use of lexico-grammatical items	1-3	✓					✓					✓		✓	✓		✓	✓
I. LEXICO-GRAMMAR: Word types and word- formation processes	4-5	✓					✓									✓	✓	✓
II. WORD ORDER AND PHRASE STRUCTURE RULES: PSRs of the sentence subject	6-7			✓				✓			✓	✓	✓	✓	✓		✓	✓
II. WORD ORDER AND PHRASE STRUCTURE RULES: PSRs of the sentence predicate	8-9			✓				✓			✓	✓	✓	✓	✓		✓	✓
III. THE PASSIVE VOICE: Forms, meaning, and use of the passive voice	11-12				✓				✓		✓	✓		✓		✓	✓	✓
IV. INTRODUCTION TO RELATIVE CLAUSES: Forms, types, meaning, and use of relative clauses	13-14					✓				✓	✓	✓		✓		✓	✓	✓

Instructors:

Dept. Head:

Programme Director:

Dr. Hoda Soliman

Dr. Sara El Daly

Sara El Daly

برنامج اللغة الإنجليزية
The English Language Program



Course Specification

1. Course Data

Course Code: EN315	Course Title: Grammar	Year/Level: Third Year
Specialization: English Language and Literature	Contact Hours: Lectures <input type="text" value="3"/> Practical sessions <input type="text" value="---"/>	

2. Course Aim	The course aims at providing students with a general introduction to English morphology and syntax. It focuses on assisting students to develop a strong understanding of the main morphological and grammatical structures of Standard English. Particular attention is given to training students in the structures necessary for written and spoken fluency in English.
3. Course Intended Learning Outcomes	
A. Knowledge and understanding	By the end of the course the students should be able to: A (1) explain types of morphemes, lexico-syntactic and lexico-semantic interrelationships A (2) outline the types of words and processes of word-formation A (3) Explain Phrase Structure Rules of the English sentence A (4) Illustrate structure and functions of the passive voice A (5) describe relativization as an essential form of subordination
B. Cognitive Skills	By the end of the course the students should be able to: B (1) analyze English words for their morphological structure, B (2) Analyze the hierarchical structure of English sentences B (3) identify the relationship between the active/passive voice and the context, especially regarding information structure, focus and emphasis B (4) discuss the forms and functions of relative clauses

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C. Professional/ Practical Skills	<p>Upon completion of the course, students should be able to:</p> <p>C (1) Produce well-formed English sentences both orally and in writing</p> <p>C (2) Translate texts from Arabic into English showing morphological and grammatical accuracy</p> <p>C (3) edit texts for the well-formedness of sentences</p> <p>C (4) Use the accurate grammatical terminology in conducting linguistic analysis</p>	
D. General Skills	<p>By the end of the course, students should be able to:</p> <p>D (1) Collaborate with others;</p> <p>D (2) Search online for information and authentic texts</p> <p>D (3) set priorities for their learning</p> <p>D (4) complete tasks timely and accurately</p>	
4. Course Content	List of topics	Week(s)
	I. LEXICOGRAMMAR	
	Introduction	
	1. The form of lexicogrammatical items	1
	2. The meaning of lexicogrammatical items	2
	3. The use of lexicogrammatical items	3
	Exercises (Based on Ch. 3 in Larsen-Freeman & Celce-Murcia (2016).)	
	4. Words	4-5
	a) Simple, Complex and Compound words	
	b) Processes of word-formation (1)	
	Exercises (Based on Chapters 9-10 in Stageberg (2000))	
	II. WORD ORDER AND PHRASE STRUCTURE RULES	
	1. Word Order and Phrase Structure Rules for the Subject of a Sentence Exercises (Based on Ch. 5 in Larsen-Freeman & Celce-Murcia (2016))	6-7
	2. Phrase Structure Rules for the Predicate of a Sentence Exercises (Based on Ch. 6 in Larsen-Freeman & Celce-Murcia (2016))	8-9
	Midterm Exam	10
	III. THE PASSIVE VOICE	
	1. Forms of the English Passive	11
	2. The meaning of the passive	
	3. The use of the passive	12
	Exercises	



	(Based on Ch. 18 in Larsen-Freeman & Celce-Murcia (2016))		
	IV. INTRODUCTION TO RELATIVE CLAUSES		
	1. The form of the relative clauses		13
	2. English relative clause types		
	3. The meaning of relative pronouns		14
	4. The use of relative pronouns and relative clauses		
	Exercises (Based on Ch. 28 in Larsen-Freeman & Celce-Murcia (2016))		
5. Teaching and Learning Methods	Power-point presentations Class discussions Pair-work Assignments Self-learning		
6. Teaching and Learning Methods for students with Special Needs To be suggested.			
7. Assessment			
A. Method	Midterm Exam	Final written exam	
B. Date	Week 10	Exact date is set by the Faculty Council.	
C. Mark Distribution	5	15	
8. Textbook and references			
A. Notes	Course pack prepared by the course instructor		
B. Textbooks			
C. References	Booij, G. (2007). The Grammar of words: An introduction to linguistic morphology (2nd ed.). New York: OUP. Carnie, A. (2013) Syntax: A generative introduction. (3rd ed.). Oxford: Wiley-Blackwell. Culicover, P. W., & Jackendoff, R. (2005). Simpler syntax. Oxford: OUP. Larsen-Freeman, D. & Celce-Murcia, M. (2016). The grammar book: Form, meaning and use for English language teachers (3rd ed.). Boston, MA: National Geographic Learning/Cengage. Leech, G., & Svartvik, J. (2008). A communicative grammar of English. London: Longman. Lieber, R. (2009). Introducing morphology. Cambridge: CUP. Quirk, R., Greenbaum, S., Leech, G. & Svartvik, J. (2012). A comprehensive grammar of the English language. London: Longman. Stageberg, N. (2000). An introductory English grammar. New York: Harcourt		



	Brace Jovanovich. Van Valin, R. D. (2001). An introduction to syntax. Cambridge: CUP.
D. Periodicals, Bulletins, websites, etc.	The following site provides Interactive Morphology Exercises which can be used for self-learning: https://www.cs.bham.ac.uk/~pxc/nlp/InteractiveNLP/NLP_morph2.html The following sites provide exercises on word-formation(with a focus on derivation/affixation): https://www.english-grammar.at/online_exercises/word-formation/word-formation-index.htm https://benjamins.com/sites/z.156/exercise/c4q9 Challenging Phrase Structure Rules exercises, from which the teacher can select the relevant ones, are presented in a PDF file available at: http://www.cengage.com/resource_uploads/learning_module_downloads/0170178250_54032_media.pdf

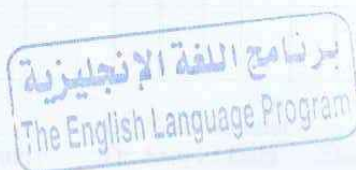
Instructor:

Dept. Head:

Dr. Hoda Soliman

Programme Director: Dr. Sara El Daly

Sara El Daly





Form (11) Course Matrix

Course Title: Grammar

Topic	Week(s)	Knowledge					Cognitive Skills				Professional Skills				General Skills			
		1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4
I. LEXICO-GRAMMAR: Form, meaning, and use of lexico-grammatical items	1-3	✓					✓					✓		✓	✓		✓	✓
I. LEXICO-GRAMMAR: Word types and word- formation processes	4-5	✓					✓									✓	✓	✓
II. WORD ORDER AND PHRASE STRUCTURE RULES: PSRs of the sentence subject	6-7			✓				✓			✓	✓	✓	✓	✓		✓	✓
II. WORD ORDER AND PHRASE STRUCTURE RULES: PSRs of the sentence predicate	8-9			✓				✓			✓	✓	✓	✓	✓		✓	✓
III. THE PASSIVE VOICE: Forms, meaning, and use of the passive voice	11-12				✓				✓		✓	✓		✓		✓	✓	✓
IV. INTRODUCTION TO RELATIVE CLAUSES: Forms, types, meaning, and use of relative clauses	13-14					✓				✓	✓	✓		✓		✓	✓	✓

Instructors:

Dept. Head:

Programme Director:

Dr. Hoda Soliman

Dr. Sara El Daly

Sara El Daly

برنامج اللغة الإنجليزية
The English Language Program



Form (10)
Course Specification

1. Course Data

Course Code: EN322	Course Title: Grammar	Year/Level: third Year 2 nd term
Specialization: English Language and Literature	Contact Hours: Lectures <input type="text" value="2"/> Practical sessions <input type="text" value="2"/>	

2. Course Aim	The course aims at providing students with some basic rules of English syntax. It focuses on assisting students to develop their writing skills with correct grammatical structures. A particular attention is given to training students on constructing well-formed sentences.
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3. Course Intended Learning Outcomes

A. Knowledge and understanding	Upon successful completion of the course, students will should be able to: A.1 describe sentence structure in terms of constituent parts. A.2 explain the functions of sentence constituents A.3 outline the categories of sentence structure A.4. demonstrate the in-text diagrams A.5. Describe basic verbs types A.6. explain the use of auxiliaries
B. Cognitive Skills	Upon completion of the course, students should be able to: B.1 produce well-formed sentences B. 2 use various verbs patterns correctly B 3 use auxiliaries in a suitable manner B. 4 relate sentence constituents
C. Professional/ Practical Skills	Upon completion of the course, students should be able to: C. 1 conduct problem solving. C. 2 demonstrate self-directed learning C. 3 use information technology efficiently C. 4 provide feedback effectively C.5 interact effectively in different contexts with different people.



D. General and transferrable Skills	By the end of the course, students should be able to: D. 1 Conduct problem-solving D. 2 Show self-directed learning D.3. Display information technology efficiently D.4 Communicate feedback effectively D.5. Express effectively in different contexts with different people
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4. Course Content	List of topics	Weeks
	i. General Review: grammatical terms	1
	ii. Sentence structure: constituents based on Ch. 1 in BURTON-ROBERTS (2011)	2-3
	iii. Sentence structure: functions based on Ch. 2 in BURTON-ROBERTS (2011)	4-5
	iv. Sentence structure: categories based on Ch. 3 in BURTON-ROBERTS (2011)	6-7
	Constituency, Trees, and Rules Based on Ch. 3 Carnie, A. (2012). <i>Syntax: A generative introduction</i> (3rd ed.). Wiley-Blackwell.	8-9
	Review 1 General Exercises	10
	Oral Exam	11
	vii. More on verbs: auxiliary VPs Based on CH. 4 BURTON-ROBERTS (2011)	12-13

5. Teaching and Learning Methods	Class discussions Self-learning (Additional reading assignments from other sources than the textbook) Pair- and group work activities Mind mappings
6. Teaching and Learning Methods for students with Special Needs	Suggested methods: Office hours and specially designed assignments Extra hours by teaching assistants

7. Assessment		
A. Method	Oral Exam	Final written exam
B. Date	Week 11	Exact date is set by the Faculty Council



C. Mark Distribution	5	15
8. Textbook and references		
A. Notes	Course pack prepared by the course instructor	
B. Textbooks		
C. References	<p>Carnie, A. (2012). <i>Syntax: A generative introduction</i> (3rd ed.). Wiley-Blackwell.</p> <p>Burton-Roberts, N. (2011). <i>Analysing sentences: An introduction to English syntax</i> (3rd ed.). Pearson.</p> <p>Larsen-Freeman, D. & Celce-Murcia, M. (2016). <i>The grammar book: Form, meaning and use for English language teachers</i> (3rd ed.). National Geographic Learning/Cengage Publishing Company</p> <p>Stageberg, N. (2000). <i>An introductory English grammar</i>. New York: Harcourt Brace Jovanovich.</p> <p>Van Valin, R. D. (2001). <i>An introduction to syntax</i>. Cambridge: CUP.</p> <p>Key, W. (2000). <i>Grammar Practice for Elementary Students</i>. Pearson.</p>	
D. Periodicals, Bulletins, websites, etc.		

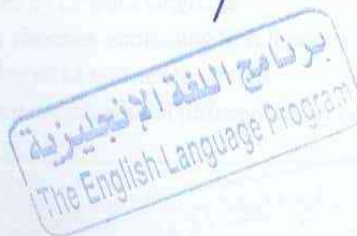
Instructor: Dr. Sara ElDaly

Dept. Head: Dr. Hoda Soliman

Programme Director: Dr. Sara ElDa

Sara ElDaly

Sara ElDaly





Form (10)
Course Specification

1. Course Data

Course Code: PS327	Course Title: Psycholinguistics	Year/Level: Third Year
Specialization: English Language and Literature	Contact Hours: Lectures <input type="text" value="3"/>	Practical sessions <input type="text" value="2"/>

2. Course Aim	The course aims at introducing the students to the field of psycholinguistics and familiarizing them with the basic concepts of this field of study, particularly, those related to language acquisition. It focuses on helping students gain insight into the main theories of first and second language acquisition.
3. Course Intended Learning Outcomes	
A. Knowledge and understanding	By the end of the course the students should be able to: A (1) Describe the developmental sequences of child language A (2) summarize the theories explaining first language acquisition A (3) outline second language learner characteristics and learning conditions A (4) outline the approaches towards studying L2 learner language and explaining second language learning A (5) explain the influence of learner individual differences, particular age, on second language proficiency,
B. Cognitive Skills	By the end of the course the students should be able to: B (1) Analyze authentic examples of L1 child language B (2) compare and contrast the theories explaining first language acquisition, B (3) Analyze authentic examples of L2 learner language B (4) Discuss the influence of learner individual differences on L2 proficiency.

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The English Language Program



C. Professional/ Practical Skills	<p>Upon completion of the course, students will be able to:</p> <p>C (1) Collect naturally occurring data of L1 child language and L2 learner language, analyze and report on the analysis</p> <p>C (2) examine the laymen beliefs about language acquisition in contrast to the scientific facts</p> <p>C (3) conduct library search (traditional and online) on first and second language acquisition</p> <p>C (4) evaluate the views concerning L1 and L2 acquisition, the factors influencing development thereof, and the various approaches in this respect.</p>
D. General Skills	<p>By the end of the course, students should be able to:</p> <p>D (1) Collaborate with others;</p> <p>D (2) Demonstrate samples of naturally occurring language</p> <p>D (3) Present online for information and authentic texts</p> <p>D (4) Express planning, organizing, and setting priorities for their learning</p>



4. Course Content	List of Topic	Week
	i. Language learning in early childhood (1) Preview First language acquisition The first three years: Milestones and developmental sequences	1
	ii. Language learning in early childhood (2) The pre-school years The school years	2
	iii. Language learning in early childhood (3) Explaining first language acquisition The behaviourist perspective The innatist perspective Interactionist/developmental perspectives Language disorders and delays	3
	iv. Second language learning (1) Preview Learner characteristics Learning conditions Studying the language of second language learners Contrastive analysis, error analysis, and interlanguage	4
	v. Second language learning (2) Developmental sequences More about first language influence	5
	vi. Second language learning (3) Vocabulary Pragmatics Phonology Sampling learners' language	6
	vii. Explaining second language learning (1) Preview The behaviourist perspective Second language applications: Mimicry and memorization The innatist perspective Second language applications: Krashen's 'Monitor Model'	7



	viii. Explaining second language learning (2) The cognitive perspective Information processing Usage-based learning The competition model Language and the brain	8
	ix. Explaining second language learning (3) Second language applications: Interacting, noticing, processing, and practicing	9
	x. Explaining second language learning (4) The sociocultural perspective Second language applications: Learning by talking	10
	xi. Children vs. Adults in Second-Language Learning (1) Children are better: a common belief Basic psychological factors affecting second-language learning	11
	xii. Children vs. Adults in Second-Language Learning (2) Social situations affecting second-language learning Is there a critical age for second-language learning?	12
	Revision	13
5. Teaching and Learning Methods	Power-point presentations Online videotapes Class discussions Pair-work (in the practical sessions) Assignments (for the practical sessions)	
6. Teaching and Learning Methods for students with Special Needs		
Suggested methods: specially designed assignments		
Extra hours		



7. Assessment

A. Method	Final written exam
B. Date	End of Semester (Exact date is set by the Faculty Council)
C. Mark Distribution	20

8. Textbook and references

A. Notes	
B. Textbooks	Lightbown, P. & Spada, N. (2013). <i>How Languages are Learned</i> (4th ed.). Oxford: OUP. (For the first ten topics) Steinberg, D. & Sciarini, N. (2006). <i>An introduction to psycholinguistics</i> (2nd ed.). London: Pearson Longman. (For the last two topics)
C. References	Gass, S. M. & Selinker, L. (2008) <i>Second language acquisition</i> (3rd ed.). London: Routledge. Gernsbacher, M. & Traxler, M. (eds.) (2005). <i>Handbook of psycholinguistics</i> . San Diego: Academic Press. Meisel, J. M. (2011). <i>First and second language acquisition. Parallels and differences</i> . Cambridge: Cambridge University Press. Pütz, M. & Sicola, L. (eds.) (2010). <i>Cognitive processing in second language Acquisition: Inside the learner's mind</i> . Amsterdam: John Benjamins. Saville-Troike, M. (2013). <i>Introducing second language acquisition</i> (2nd ed.). Cambridge: Cambridge University Press. Saxton, M. (2010). <i>Child language: Acquisition and development</i> . Newburg Park, CA: Sage Publications. Steinberg, D. D., Nagata, H., & Aline, D. (2001). <i>Psycholinguistics. Language, mind and world</i> . Harlow: Longman. Warren, P. (2012). <i>Introducing psycholinguistics</i> . Cambridge: Cambridge University Press.
D. Periodicals, Bulletins, websites, etc.	The website for <i>How Languages are Learned</i> (the first textbook, with additional material and discussion questions, can be accessed at: www.oup.com/elt/teacher/hlal).

Instructors: Dr. Maha El-Seidi
Dept. Head: Dr. Hoda Soliman
Programme Director: Dr. Sara Eldaly



Form (10)
Course Specification

Course Data

Course Code: EN412	Course Title: Contemporary Approaches to Linguistics	Year/Level: Fourth
Specialization: English Language and Literature	Contact Hours: Lectures <input type="text" value="4"/>	Practical Sessions <input type="text" value="---"/>

2. Course Aim	<p>This module aims at:</p> <ul style="list-style-type: none">A) Introducing students to contemporary approaches to the study of LinguisticsB) Examining the main contemporary trends across the various fields of enquiry in Linguistics with a particular focus on Second Language AcquisitionC) Identifying the significant areas of change in the traditional theories and applications of Second Language AcquisitionD) Exploring the major themes, theories, approaches, concepts, and applications of Second Language AcquisitionE) Familiarising students with current and future directions in Second Language Acquisition
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3. Course Intended Learning Outcomes

A. Knowledge and understanding	<p>Upon successful completion of the module students should be able to:</p> <ul style="list-style-type: none">A (1) develop an awareness of the contemporary approaches to LinguisticsA (2) obtain knowledge of the latest theoretical frameworks of language analysis and the practical applications of the theories.A (3) develop their linguistic and practical understanding of the evolving multifaceted nature of linguistics in general and Second Language Acquisition in particular as broad and narrow fields of enquiryA (4) be acquainted with methods of comparing and contrasting traditional and contemporary theoretical frameworks and their applications particularly within the field of Second Language Acquisition
B. Cognitive Skills	<p>By the end of the course the students will have developed the ability to:</p> <ul style="list-style-type: none">B (1) comprehend the dynamic nature of scientific fields of enquiryB (2) link theoretical underpinnings and practical applicationsB (3) critically evaluate arguments and evidenceB (4) implement divergent approaches to linguistic analysis and reflections on contemporary trends in language study as a means through which a wide array of actions and interactions are accomplished



C. Professional/ Practical Skills	<p>Upon completion of the course, students should be able to:</p> <p>C (1) enhance their receptive and active communication skills and their ability to creatively and effectively express their ideas</p> <p>C (2) work on individual and group tasks effectively</p> <p>C (3) complete both reading and writing assignments in due time</p> <p>C (4) participate in class discussions and think critically</p>
D. General Skills	<p>Upon completion of the course, students should be able to:</p> <p>D (1) develop the ability to participate actively in teamwork</p> <p>D (2) enhance time-management skills</p> <p>D (3) gain the confidence to present information to large groups</p> <p>D (4) demonstrate appropriate judgment in task planning and execution</p> <p>D (5) develop IT skills and online research skills to obtain information</p>
4. Course Content	<p>Week 1: Preliminaries</p> <p>Week 2: Contemporary Vs. Traditional Approaches to the Study of Linguistics: Brief overview</p> <p>Week 3: Second Language Acquisition: An Introduction</p> <p>Week 4: The History of Second Language Acquisition: From the 1960s to the 1980s</p> <p>Week 5: More on the History of Second Language Acquisition: From the 1990s onwards</p> <p>Week 6: Preface to the Fundamental Questions in Contemporary Second Language Acquisition:</p> <p>Week 7: Questions in Contemporary Second Language Acquisition: Theory, applications, and definitions (Initial State)</p> <p>Week 8: More on Questions in Contemporary Second Language Acquisition: Theory, applications, and definitions (Ultimate Attainment, The Critical Period Hypothesis)</p> <p>Week 9: More on Questions in Contemporary Second Language Acquisition: Theory, applications, and definitions (Types of Development)</p> <p>Week 10: More on Questions in Contemporary Second Language Acquisition: Theory, applications, and definitions (Explicit and Implicit Learning, Input and Output)</p> <p>Week 11: More on Questions in Contemporary Second Language Acquisition: Theory, applications, and definitions (Individual Differences, Instruction)</p> <p>Week 12</p>



	<p>More on Questions in Contemporary Second Language Acquisition: Theory, applications, and definitions (Constraints)</p> <p>Week 13</p> <p>Recap of Module Content</p> <p>Week 14</p> <p>Coursework Assessment</p>
5. Teaching and Learning Methods	<ul style="list-style-type: none"> - Weekly lectures - Class discussions - Assigned readings - In/Out of class writing assignments

	6. Teaching and Learning Methods for students with Special Needs:
Individual student consultations and extra tuition during office hours	

7. Assessment		
A. Method	Coursework Assessment	Final written exam
B. Date	Week 11	At the end of the semester Definite date set by the Faculty Council
C. Mark Distribution	5	15

8. Textbook and references	
A. Notes	Lecture notes and handouts provided for students in each lecture
B. Textbooks	Course pack prepared by the module leader
C. References	<p>- Bialystok, E. (1991). <i>Language Processing in Language Learning</i>. Cambridge. Cambridge University Press.</p> <p>- Birdsong, D. (1999). <i>Second Language Acquisition and the Critical Period Hypothesis</i>. Mahwah, NJ. Erlbaum.</p> <p>- Chomsky, N. (2000). <i>New Horizons in the Study of Language and Mind</i>. Cambridge. Cambridge University Press.</p> <p>- Crystal, D. (1995). <i>The Cambridge Encyclopedia of the English Language</i>. Cambridge. Cambridge University Press.</p> <p>- Ellis, R. (2015). <i>Understanding Second Language Acquisition</i>. Oxford. Oxford University Press.</p> <p>- Hatch, E. (1983). <i>Psycholinguistics: A second language perspective</i>. Rowley. Newbury House.</p> <p>- Krashen, S. (1981). <i>Second Language Acquisition and Second Language Learning</i>. Oxford. Pergamon.</p>



	<p>Meisel, J. (2011). <i>First and Second Language Acquisition: Parallels and differences</i>. Cambridge. Cambridge University Press.</p> <ul style="list-style-type: none">- Ortega, L. (2009). <i>Understanding Second Language Acquisition</i>. London. Routledge.- Slabakova, R. (2016). <i>Second Language Acquisition</i>. Oxford. Oxford University Press.- Swain, M. (1985). Communicative competence: Someroles of comprehensible input and comprehensible output in its development. In Gass, S. and Madden, C. (eds.). <i>Input in Second Language Acquisition</i>. Rowley, MA. Newbury House.- Van Patten, B. and Williams, J. (2015). <i>Theories in Second Language Acquisition</i>. New York. Routledge.
D. Periodicals, Bulletins, etc.	<p>Students can refer to the original articles cited in the main module textbook and the recommended readings list in the following journals:</p> <ul style="list-style-type: none">- Applied Linguistics- English Today- Language and Society

Instructor: Dr. Enas El-Sadek
Dept. Head: Dr. Hoda Soliman
Programme Director: Dr. Sara ElDaly

Sara ElDaly





Contemporary Approaches to Linguistics

Form (11) Course Matrix

Topic	Week	Knowledge					Cognitive Skills				Professional Skills	
		1	2	3	4	5	1	2	3	4	1	2
Preliminaries	1	✓		✓	✓		✓					
Contemporary Vs. Traditional Approaches to the Study of Linguistics: Brief overview	2	✓	✓	✓				✓		✓		✓
Second Language Acquisition: An Introduction	3	✓	✓		✓		✓			✓	✓	
The History of Second Language Acquisition from the 1960s to the 1980s	4									✓		✓
The History of Second Language Acquisition from the 1990s onwards	5	✓	✓	✓	✓		✓		✓			
Preface to the Fundamental Questions in Contemporary Second Language Acquisition	6	✓	✓		✓							✓
Questions in Contemporary Second Language Acquisition: Theory, applications, and definitions (Initial State)	7	✓			✓			✓			✓	
More on Questions in Contemporary Second Language Acquisition: Theory, applications, and definitions (Ultimate Attainment, The Critical Period Hypothesis)	8	✓		✓					✓			
More on Questions in Contemporary Second Language Acquisition: Theory, applications, and definitions (Types of Development)	9	✓		✓	✓				✓			✓
More on Questions in Contemporary Second Language Acquisition: Theory, applications, and definitions	10	✓		✓			✓			✓		✓



(Explicit and Implicit Learning, Input and Output)												
More on Questions in Contemporary Second Language Acquisition: Theory, applications, and definitions (Individual Differences, Instruction)	11	✓					✓			✓		
More on Questions in Contemporary Second Language Acquisition: Theory, applications, and definitions (Constraints)	12	✓			✓				✓		✓	✓
Recap of module content	13	✓					✓			✓		
Coursework Assessment	14											

Instructor:

Dr. Enas El-Sadek

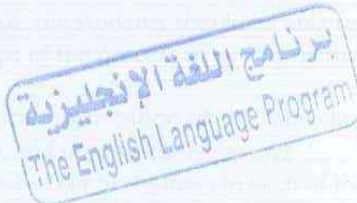
Dept. Head:

Dr. Hoda Soliman

Programme Director:

Dr. Sara ElDaly

Sara ElDaly





Course Specification

1. Course Data

Course Code: EN414	Course Title: Essay and Language Exercises	Year/Level: 4th Year
Specialization: English Language and Literature	Contact Hours: Lectures <input type="text" value="4"/> Practical sessions <input type="text" value="---"/>	

2. Course Aim	This course is a continuation of the second year Writing Skills course (EN 216) and the third year Essay and Language Exercises (EN 314). Focusing on the five-paragraph essay, it is intended to foster the students' proficiency in written English communication and introduce them into the realm of academic writing. It is designed to provide the students with the knowledge and practice material that are necessary for producing process analysis, classification, reaction, and argumentative essays. The course has the dual focus on the rhetorical conventions of these four modes and the relevant grammar and structure points.
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3. Course Intended Learning Outcomes

A. Knowledge and understanding	By the end of the course, the students should be able to: A.1 outline the five steps of the process of writing: gathering ideas, outlining, drafting, revising, and editing A.2 explain the rhetorical organization of the following types of essays: process analysis, classification, reaction, and argumentative essays A.3 describe the devices of connectedness in each of the four types of essays A.4 explain the language structure features which are most directly relevant to each of the four types of essays.
B. Cognitive Skills	Upon completion of the course, the students should be able to: B1. Analyze the five-step process of writing: gathering ideas, outlining, drafting, revising, and editing B.2 identify the various rhetorical modes, e.g., process description, argumentation, classification, and reaction B 3 produce coherent essays and use appropriate text connectors B. 4 identify and correct writing problems related to coherence, sentence structure, and style



C. Professional/ Practical Skills	<p>Upon completion of the course, students should be able to:</p> <p>C.1 Apply their knowledge to enhance their rhetorical competence</p> <p>C.2 Respond in writing to various types of prompts</p> <p>C.3 Use editing and revising methods to improve their writing</p> <p>C. 4 process written texts critically in terms of the presentation of ideas and structure</p>
D. General Skills	<p>By the end of the course, students should be able to:</p> <p>D. 1 provide accurate descriptions of processes</p> <p>D.2 present arguments/counter-arguments and using various types of support material to defend/refute them</p> <p>D.3 complete timed tasks competently</p> <p>D.4 estimate importance and set priorities.</p>



4. Course Content	List of topics	Weeks
	Unit 1: The five-Paragraph Essay (1) Review of the Short Essay Structure i. Developing the Five-Paragraph Essay	1
	Unit 1: The five-Paragraph Essay (2) ii. Unity and Coherence within the Paragraph and the Essay iii. Editing Your Writing o Clauses o Run-on Sentences and Sentence Fragments o Verb Tense Consistency	2
	Unit 2: Process Analysis Essays (1) iv. Process Analysis Organization	3
	Unit 2: Process Analysis Essays (2) v. Developing Your Ideas Sequence Connectors Time Clauses	4
	Unit 2: Process Analysis Essays (3) vi. Editing Your Writing: Passives	5
	Unit 4: Argumentative Essays (1) vii. Argumentative Organization	6
	Unit 4: Argumentative Essays (2) viii. Developing Your Ideas o Counter-Argument, Concession, and Refutation o Additive and Contrastive Connectors	7
	Unit 4: Argumentative Essays (3) ix. Editing Your Writing o Adverbial Clauses o Noun Clauses	8
	Unit 5: Classification Essays (1) x. Classification Organization	9
	Unit 5: Classification Essays (2) xi. Developing Your Ideas o Classification of Groups o Establishing the Order of Importance, Degree, and Size	10
	Unit 5: Classification Essays (2) xii. Editing Your Writing: Gerunds and Infinitives	11



	Unit 6: Reaction Essays (1) xiii. Reaction Organization	12
	Unit 6: Reaction Essays (2) xiv. Developing Your Ideas <ul style="list-style-type: none"> ○ Prepositions and Prepositional Phrases ○ Similes 	13
	Unit 6: Reaction Essays (3) xv. Editing Your Writing: Relative Clauses	14
5. Teaching and Learning Methods	Power-point presentations Class discussions self-directed learning Peer review activities	
6. Teaching and Learning Methods for students with Special Needs Suggested methods: <ul style="list-style-type: none"> • Office hours and specially designed assignments • Extra hours by teaching assistants 		
7. Assessment		
A. Method	Final written exam	
B. Date	At the end of the term. Exact date is set by the Faculty Council.	
C. Mark Distribution	20	



8. Textbook and references

A. Notes	-----
B. Textbooks	Davis, J. & Liss, R. (2006). <i>Effective academic writing 3: The short essay</i> . Oxford: OUP.
C. References	Bailey, S. (2011). <i>Academic writing: A handbook for international students</i> (3rd ed.). New York: Routledge. Brandon, L. & Brandon, K. (2017). <i>Paragraphs and essays: With integrated readings</i> . Boston, MA: Cengage Learning. Glenn, C., & Gray, L. (2017). <i>The writer's Harbrace handbook</i> . Boston: Cengage Learning. Wingersky, J., Boerner, J., & Holguin-Balogh (2006). <i>Writing paragraphs and essays: Integrating reading, writing, and grammar skills</i> . Boston, MA: Cengage Learning.
D. Periodicals, Bulletins, websites, etc.	Providing Feedback on Student Writing (PDF file). Available at: http://www.sjsu.edu/aanapisi/docs/ProvidingFeedbackonStudentWritingbySaraCook.pdf Guidelines to writing argumentative essays provided by Purdue Online Writing Lab. Available at: https://owl.purdue.edu/owl/general_writing/academic_writing/essay_writing/argumentative_essays.htm <u>Guide to Grammar and Writing</u> . This website offers comprehensive lessons on all aspects of English grammar and writing. It can be used by students for self-directed learning. Available at: http://guidetogrammar.org/grammar/index.htm ESL Essay Writing Activities. Available at: https://study.com/academy/lesson/esl-essay-writing-activities.html

Instructor:

Dept. Head:

Programme Director:

Dr. Hoda Soliman

Dr. Sara ElDaly

Sara ElDaly

برنامج اللغة الإنجليزية
The English Language Program



Form (11)

Topic	Week(s)	Knowledge				Cognitive Skills				Professional Skills				General Skills			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
i. Developing the Five-Paragraph Essay	1	✓						✓			✓					✓	
ii. Unity and Coherence within the Paragraph and the Essay	2			✓				✓	✓	✓							
iii. Editing Your Writing (General)	2	✓			✓			✓				✓	✓			✓	
iv. Process Analysis Organization	3		✓				✓			✓			✓	✓			
v. Developing Ideas in Process Analysis Essays	4	✓		✓	✓	✓				✓			✓	✓			
vi. Editing Your Writing in Process Analysis Essays	5	✓			✓	✓		✓				✓	✓			✓	
vii. Argumentative Organization	6		✓							✓			✓				
viii. Developing Your Ideas in Argumentative Essays	7	✓	✓	✓		✓		✓		✓			✓		✓		
ix. Editing Your Writing	8	✓			✓	✓		✓				✓	✓			✓	



in Argumentative Essays																	
x. Classification Organization	9	✓					✓			✓			✓				
xi. Developing Your Ideas in Classification Essays	10	✓	✓	✓		✓				✓			✓				✓

xii. Editing Your Writing in Classification Essays	11	✓			✓	✓			✓			✓	✓			✓	
xiii. Reaction Organization	12		✓			✓				✓	✓		✓				
xiv. Developing Your Ideas in Reaction Essays	13	✓	✓	✓		✓			✓	✓	✓		✓				
xv. Editing Your Writing in Reaction Essays	14	✓			✓	✓			✓				✓	✓		✓	

Instructor:

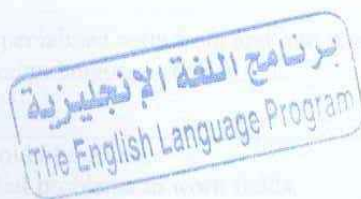
Dept. Head:

Programme Director:

Dr. Hoda Soliman

Dr. Sara ElDaly

Sara ElDaly





Form (10)
Course Specification
1. Course Data

Course Code: EN 423	Course Title: Translation	Year/Level: 4 th Year
Specialization: English Language and Literature	Contact Hours: Lectures <input type="text" value="2"/> Practical sessions <input type="text"/>	

2. Course Objectives	By the end of the course, students should be able to translate more sophisticated and specialized written texts from English into Arabic and vice versa, besides training on translating different fields, such as religious translation, political translation, scientific translation, literary translation.
3. Course Intended Learning Outcomes	
A. Knowledge and understanding	By the end of the course, students should be able to: A-1. Illustrate the background of the major modern theories of translation. A-2. Demonstrate more sophisticated and specialized technical terminology of the specific areas to be covered.
B. Cognitive Skills	By the end of the course, students should be able to: B-1 Analyze various more sophisticated and specialized types of texts. B-2 Use different types of dictionaries, overcoming the problems of translation and new vocabularies.
C. Professional/ Practical Skills	By the end of the course, students should be able to: C-2. Justify word-for-word translation. C-3. Produce more sophisticated and specialized translated texts in a style similar to that of the target language C-4. design more sophisticated and specialized texts from and into Arabic C-6. Use references in the second foreign language studied.
D. General Skills	By the end of the course, students should be able to: D-1. Demonstrate solutions to potential problems in work fields. D-2. Collaborate with others. D-3. Display information appropriately.

برنامج اللغة الإنجليزية
The English Language Program



4. Course Content	Week	List of topics
	1	More sophisticated and specialized Fundamentals of Translation
	2	More sophisticated and specialized Fundamentals of Translation
	3-4	Modern theories of Translation
	5-6	Modern theories of Translation
	7-8	More sophisticated and specialized Types of dictionaries
	9	More sophisticated and specialized Passages for Translation into Arabic
	10-11	More sophisticated and specialized Passages for Translation into English
	12	More sophisticated and specialized Passages for Translation into Arabic
	13-14	More sophisticated and specialized Passages for Translation into English

5. Teaching and Learning Methods	Class discussions Pair-work and group work Assignments
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6. Teaching and Learning Methods for students with Special Needs

Office hours

7. Assessment

A. Method	Year work	Final written exam
B. Date	Week 13	Set by the Faculty Council
C. Mark Distribution	5	15

8. Textbook and references

A. Notes	Textbook
B. Textbooks	Passages for Translation



C. References

- Bassnet, S. (1991). *Translation studies*. London: Routledge.
- Bell, T. R. (1991). *Translation and translating: Theory and practice*. Essex: Longman Group UK Limited.
- Enani, M. M. (2000). *Dictionaries for the translator: An introduction*. Cairo: The Anglo-Egyptian Bookshop.
- Newmark, P. (1984). *Approaches to translation*. Oxford: Pergamon Press.
- Massoud, Mary, M. F. (1988). *Translate to Communicate*. Illinois: Davic C. Cook.
- Savory, T. (1968). *The art of translation*. London: Jonathan Cape.
- Schulte, R & J. Biguenet (Eds.). (1992). *Theories of translation: An anthology of essays from Dryden to Derrida*. Chicago: The University of Chicago Press.
- Yussif, M.H. (2011). *How to translate*. Cairo: The Anglo-Egyptian Bookshop.
- Venuti, L. (2008). Translation, community, utopia. In Venuti, L. (Ed.). *The translation studies reader*. New York: Routledge.
- Excerpts from *Al-Ahram Weekly*
- Hans Wehr. (1980). *A Dictionary of Modern Written Arabic*. Cowan, J. Milton (ed). Beirut: Librairie du Liban.
- عنانى، محمد، فن الترجمة، الطبعة الثانية، القاهرة، الشركة المصرية العالمية للنشر - لونجمان، ١٩٩٤.
- عنانى، محمد، الترجمة الأدبية بين النظرية و التطبيق. القاهرة ، الشركة المصرية العالمية للنشر - لونجمان ، ١٩٩٧.
- Newmark, P. (1993). *About translation*. ١٩٨٠. بيروت، مكتبة لبنان. (تحقيق) . الطبعة الثالثة، مكتبة لبنان. بيروت، ١٩٨٠.
- Clevedon: Multilingual Matters

D. Periodicals, Bulletins, etc.

Awaser issued by the National Center for Translation in Cairo

Instructors:

Dr. Hazem Galhoum .

Dept. Head:

Dr. Hoda Soliman

Programme Director:

Dr. Sara ElDaly

Sara ElDaly

برنامج اللغة الإنجليزية
The English Language Program



Form (10)
Course Specification

1. Course Data

Course Code: EN426	Course Title: Discourse Analysis	Year/Level: 4th Year
Specialization: English Language and Literature	Contact Hours: Lectures <input type="text" value="4"/> Practical Sessions <input type="text" value="---"/>	

2. Course Aim	This module aims at: A) Introducing students to the field of Discourse Analysis, its origins, scope, and key concepts. B) Examining theories, approaches, and methods of Discourse Analysis C) Exploring and comparing aspects of spoken discourse D) Providing comprehensive practical analysis of discourse samples
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3. Course Intended Learning Outcomes

A. Knowledge and understanding	Upon successful completion of the module students should be able to: A (1) develop an understanding of the main tenets of Discourse Analysis A (2) obtain knowledge of the various theories and approaches of Discourse Analysis A (3) compare and contrast the facets of discourse and comprehend the distinctive features of each linguistic element of discourse. A (4) develop an awareness of methods of collecting samples for data analysis and the ethics of data collection
B. Cognitive Skills	By the end of the course the students should be able to: B (1) comprehend the intellectual science of Discourse Analysis B (2) apply various Discourse Analysis approaches to the practical analysis of discourse samples B (3) make the appropriate use of the analytic tools provided B (4) make mental comparisons between various linguistic aspects of discourse B (5) agree or differ with the critical views and various approaches offered in the module textbook
C. Professional/ Practical Skills	Upon completion of the course, students should be able to: C (1) enhance their receptive and active communication skills and their ability to creatively and effectively express their ideas C (2) work on individual and group tasks effectively C (3) complete both reading and writing assignments in due time C (4) participate in class discussions and think critically



D. General Skills	<p>By the end of the course, students should be able to:</p> <p>D (1) communicate actively in teamwork</p> <p>D (2) demonstrate time-management skills</p> <p>D (3) present information to large groups</p> <p>D (4) display appropriate judgment in task planning and execution</p> <p>D (5) communicate IT skills and online research skills to obtain information</p>
4. Course Content	<p>Week 1: Preliminaries</p> <p>Week 2: Introduction: What is Discourse Analysis + The distinction between spoken discourse and written discourse</p> <p>Week 3: Spoken Discourse: Characterising conversation</p> <p>Week 4: More on Spoken Discourse: Characterising conversation</p> <p>Week 5: Approaches to the analysis of spoken discourse</p> <p>Week 6: More on Approaches to the analysis of spoken discourse</p> <p>Week 7: The vocabulary of spoken discourse</p> <p>Week 8: The grammar of spoken discourse</p> <p>Week 9: Features of spoken discourse</p> <p>Week 10: More on Features of spoken discourse</p> <p>Week 11: Acquiring conversational competence in L1</p> <p>Week 12: Recap of module content</p> <p>Week 13: Oral assessment</p> <p>Week 14: Oral assessment</p>
5. Teaching and Learning Methods	<ul style="list-style-type: none"> - Weekly lectures - Class discussions - Assigned readings - In/Out of class writing assignments



6. Teaching and Learning Methods for students with Special Needs:

Individual student consultations and extra tuition during office hours

7. Assessment

A. Method	Oral assessment	Final written exam
B. Date	Week 13 + Week 14	At the end of the semester Definite date set by the Faculty Council
C. Mark Distribution	5	15

8. Textbook and References

A. Notes	Lecture notes and handouts provided for students in each lecture
B. Textbooks	Course pack prepared by the module leader
C. References	<ul style="list-style-type: none">- Brown, G. and Yule, G. (1983). <i>Discourse analysis</i>. Cambridge University Press- Coulthard, M. (1985). <i>An introduction to discourse analysis</i>. Longman.- Crystal, D. (1995). <i>The Cambridge encyclopaedia of the English language</i>. Cambridge University Press.- Fairclough, N. (1992). <i>Discourse and social change</i>. Blackwell.- Gee, J. P. (2010). <i>How to do discourse analysis</i>. Routledge.- Hutchby, I. and Wooffitt, R. (2002). <i>Conversation analysis</i>. Blackwell.- Jaworski, A. and Coupland, N. (Eds.). (2006). <i>The discourse reader</i> (2nd edition). Routledge.- Johnstone, B. (2017). <i>Discourse analysis</i> (3rd edition). Blackwell.- Paltridge, B. (2013). <i>Discourse analysis: An introduction</i>. Continuum.- Stubbs, M. (1983). <i>Discourse analysis</i>. Blackwell.- Swales, J. (1990). <i>Genre analysis: English in academic and research settings</i>. Cambridge University Press.
D. Periodicals, Bulletins, etc.	<p>Students can refer to the original articles cited in the main module textbook and the recommended readings list in the following journals:</p> <ul style="list-style-type: none">- <i>Discourse Processes</i>- <i>Text and Talk</i>

Instructors: Dr Enas El-Sadek

Dept. Head: Dr. Hoda Soliman

Programme Director: Dr. Sara ElDaly

Sara ElDaly



Form (10)
Course Specification

1. Course Data

Course Code: EN211	Course Title: Shakespeare and Drama	Year/Level: second Year
Specialization: English Language and Literature	Contact Hours: Lectures <input type="text" value="4"/> Practical sessions <input type="text" value="-"/>	

2. Course Aim

This course introduces students to Elizabethan Drama through the study of plays written by William Shakespeare; develops a strong understanding of Elizabethan Drama by way of carefully selected texts; learns techniques of Shakespearean Drama; and develops the skill of understanding and analyzing a Shakespearean play

3. Course Intended Learning Outcomes

A. Knowledge and understanding

By the end of the course the students will have developed knowledge of the following:

- A (1) Demonstrate Shakespeare's language and the intellectual issues of the Renaissance.
- A (2) Illustrate the immediate English- Christian environment as well as classical (Greek and Roman) heritage.
- A (3) Express the taste for comedy and tragedy

B. Cognitive Skills

By the end of the course the students will have developed the skills of:

- B 1 - prove students' reading and analytical skills by encouraging a close reading and Ability to understand the relation of the literary and social context to the modes of expression. understanding of individual plays:
- B 2-Discuss critically and analytically
- B 3-. use literary and academic English to perceive ideas from different perspectives related to time and place.
- B 4- Create ideas from different perspectives related to time and place.
- B 5- Justify and understand the reception of the play with the cultural milieu of the audience (according to change of audience throughout time and place)
- B 6- Analyze and do research and to make use of information from primary and secondary sources in support of a valid thesis and argument.



C. Professional/ Practical Skills	<p>Upon completion of the course, students should be able to:</p> <p>C (1) Produce a critical analysis on a Shakespearean play.</p> <p>C (2) Demonstrate carefully the main techniques of Shakespeare's drama</p> <p>C(3) Use the literary analysis to write about the form and content of Shakespeare's plays.</p>																						
D. General Skills	<p>By the end of the course, students will have developed the skills of:</p> <p>D (1) collaborate with others to taste drama as a literary genre.</p> <p>D (2) SeLF-Learning for information and literary texts</p> <p>D (3) Introduce priorities for their learning to develop the taste for kind of drama (comedy and tragedy) and expand students understanding of the characteristics of Shakespearean drama.</p>																						
4. Course Content	<table border="1"> <thead> <tr> <th>List of topics</th><th>Week</th></tr> </thead> <tbody> <tr> <td>1. Definition of Drama and Shakespeare's Drama</td><td>1</td></tr> <tr> <td>2. Introduction to the Shakespeare and the play of Hamlet (Extra emphasis is put on textual analysis),</td><td>2</td></tr> <tr> <td>3. Key facts, plot overview, and analysis</td><td>3</td></tr> <tr> <td>4. Act 1</td><td>4</td></tr> <tr> <td>5. Act 2</td><td>5</td></tr> <tr> <td>6. Act 3</td><td>6</td></tr> <tr> <td>7. Act 4</td><td>7-8</td></tr> <tr> <td>8. Act5 - Characters (Hamlet - Claudius, Gertrude, Polonius, Ophelia. Hamlet's foils: Fortinbrass and Laertes.</td><td>9</td></tr> <tr> <td>9. Themes, motifs and symbols . Closet scene, play within the play.</td><td>10-11</td></tr> <tr> <td>10. Critical essays on the play (plot analysis, soliloquies, madness, misogyny, Hamlet's character, hesitation, man of thought versus man of action, conscience, virtue, melancholy, psychoanalysis)</td><td>12-13</td></tr> </tbody> </table>	List of topics	Week	1. Definition of Drama and Shakespeare's Drama	1	2. Introduction to the Shakespeare and the play of Hamlet (Extra emphasis is put on textual analysis),	2	3. Key facts, plot overview, and analysis	3	4. Act 1	4	5. Act 2	5	6. Act 3	6	7. Act 4	7-8	8. Act5 - Characters (Hamlet - Claudius, Gertrude, Polonius, Ophelia. Hamlet's foils: Fortinbrass and Laertes.	9	9. Themes, motifs and symbols . Closet scene, play within the play.	10-11	10. Critical essays on the play (plot analysis, soliloquies, madness, misogyny, Hamlet's character, hesitation, man of thought versus man of action, conscience, virtue, melancholy, psychoanalysis)	12-13
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5. Teaching and Learning Methods	<p>Power-point presentations</p> <p>Class discussions</p> <p>Pair-work (in the practical sessions)</p> <p>Assignments (for the practical sessions)</p>																						



6. Teaching and Learning Methods for students with Special Needs

Suggested methods:

Office hours and specially designed assignments

Extra hours by teaching assistants

7. Assessment

A. Method	-----	Final written exam
B. Date	Week 13	Set by the Faculty Council
C. Mark Distribution	-----	20

8. Textbook and references

A. Notes	Course pack prepared by the course instructor An introduction to Shakespeare and his works . The original text of Hamlet.
B. Textbooks	Shakespeare, William. <i>Hamlet</i> (1602), Edited by Barbara A. Mowat and Paul Werstin, Folger Shakespeare Library.
C. References	Chambers, E.K., <i>The Elizabethan Stage</i> , Oxford University Press, Oxford, New York , 1945, four volumes. Nagler, A.M., <i>Shakespeare's Stage</i> , Yale University Press, New Haven, 1958. Tillyard, E.M.W., <i>The Elizabethan World Picture</i> , Chatto & Windus, London, 1943. Wilson, John Dover, <i>Life in Shakespeare's England</i> , Macmillan, New York 1913 Clark, Cumberland, <i>Shakespeare and Psychology</i> , Folcroft Library Editions, 1976 Champion, Larry S., <i>Shakespeare's Tragic Perspective</i> , The University of Georgia Press, Athens, Leech, C. (Ed.) <i>Marlow: A Collection of Critical Essays</i> . Englewood Cliffs, New Jersey: Prentice Hall Inc., 1964. Rossiter, R. <i>English Drama from early Times to the elizabethans</i> . Oxford: OUP, 1950. Sales, R. <i>Christopher Marlowe</i> . London: Macmillan, 1991.



**D. Periodicals,
Bulletins, Online
resources, etc.**

Bullough, Geoffrey (ed.), *Narrative and Dramatic Sources of Shakespeare*,
Routledge and Kegan Paul, London, 1975

Instructor: Dr. Hoda Soliman

Dept. Head: Dr. Hoda Soliman

Programme Director: Dr. Sara El Daly





Form (10)
Course Specification

1. Course Data

Course Code: EN 123	Course Title: Introduction to the novel	Year/Level: First Year
Specialization: English Language and Literature	Contact Hours: Lectures <input type="text" value="3"/> sessions	Practical <input type="text"/>

2. Course Objectives

The course aims at enabling students to:

- (A) Improve the reading and analytical skills of novels.
- (B) Introduce the fundamentals of the novel.
- (C) Develop the skill of analyzing the novel in the framework of the intellectual and social issues of the 17th century to enrich students' research and analytical skills.

3. Course Intended Learning Outcomes

A. Knowledge and understanding

By the end of the course the students will have developed knowledge of the following:

- A (1) Explain the socio-political and intellectual contexts of the 17th century novel.
- A (2) Describe the novel as a literary genre
- A (3) Summarize the biography of the writer
- A (4) Distinguish the aspects of the novel: plot, themes, symbols, characters, setting



B. Cognitive Skills	By the end of the course the students will have developed the ability to: B (1) Analyze the ideas of the novel critically B (2) Apply the aspects of the novel B (3) Discuss the differences among cultures	
C. Professional/ Practical Skills	Upon completion of the course, students will be able to: C (1) Produce a critical analysis to the novel C (2) Perform a research paper depending on collecting and analyzing data C (3) Use the critical approaches in analyzing the novel	
D. General Skills	By the end of the course, students will have developed the skills of: D (1) collaborate with others D (2) Self-learning for information and authentic texts D (3) Displaying priorities for their learning	
4. Course Content	List of topics	
	1. Author's Age and Background	Week 1
	2. Introduction to the novel	2
	3. Plot summary Overview	3-4
	4. Characters and characterization	5-6
	5. Motifs and Themes	7-8
	6. Mid-term exam	9
	7. Discussion of the critical approach followed in the novel	10
	8. Reviewing Critical analyses of the novel	11
	9. Reviewing Critical essays of the novel	12
	10. Discussion of Quotations from the text	13-14

2



5. Teaching and Learning Methods	Class discussions Lectures Team work Self-learning	
6. Teaching and Learning Methods for students with Special Needs To be suggested.		
7. Assessment		
A. Method	Mid-term exam	Final written exam
B. Date	Week 7	Set by the Faculty Council
C. Mark Distribution	5	15
8. Textbook and references		
A. Notes	-----	
B. Textbooks	Course Book by the lecturer	





C. References	<ul style="list-style-type: none">• Foster, E. M. <i>Aspects of the Novel</i>. London: E. Arnold, 1927.• Walter Allen. <i>The English novel</i>” A Short Critical History Penguin, 1956• Malcolm Bradbury, <i>The Modern British Novel</i> (1993)• David Lodge, <i>Consciousness and the Novel</i> — 2003
D. Periodicals, Bulletins, etc.	-----

Instructors: Dr. Omneya Hashla

Dept. Head: Dr. Hoda Soleiman

Programme Director: Dr. Sara Eldaly

Sara Eldaly

[Signature]



Course Specification

1. Course Data

Course Code: EN312	Course Title: novel	Year/Level: third Year
Specialization: English Language and Literature	Contact Hours: Lectures <input type="text" value="4"/> Practical sessions <input type="text" value="-"/>	

2. Course Aim

This course aims at:

- (A) Developing a strong understanding of the novel as a literary genre and the critical approaches in the 19th century.
- (B) Learning to apply the 19th century theoretical and critical literary approaches to the novel.
- (C) Developing the skill of analyzing the novel in the framework of the political and social issues of the 19th century to enrich students' research and analytical skills.

3. Course Intended Learning Outcomes

A. Knowledge and understanding	By the end of the course the students will have developed knowledge of the following: <ul style="list-style-type: none">A (1) Explaining the socio-political and philosophic contexts of the 19th century novel.A (2) describing the Victorian novel as a literary genreA (3) summarizing the biography of the writerA (4) distinguishing the aspects of the novel: plot, themes, symbols, characters, setting
B. Cognitive Skills	By the end of the course the students will have developed the skills of: <ul style="list-style-type: none">B (1) Analyzing the ideas of the novel criticallyB (2) Analyzing the aspects of the novelB (3) indicating the differences among cultures



C. Professional/ Practical Skills	<p>Upon completion of the course, students should be able to:</p> <p>C (1) Producing a critical analysis to the novel</p> <p>C (2) Creating a research paper depends on collecting and analyzing data</p> <p>C (3) Using the critical approaches in analyzing the novel.</p>																				
D. General Skills	<p>By the end of the course, students will have developed the skills of:</p> <p>D (1) Communicating with others collaboratively</p> <p>D (2) Searching online for information and authentic texts</p> <p>D (3) Displaying, expressing, and communicating priorities for their learning</p>																				
4. Course Content	<table> <tr> <th data-bbox="302 722 1014 759">List of topics</th><th data-bbox="1014 722 1212 759">Week</th></tr> <tr> <td data-bbox="302 759 1014 797">1. Authors' Biography</td><td data-bbox="1014 759 1212 797">1</td></tr> <tr> <td data-bbox="302 797 1014 834">2. Introduction to the novel</td><td data-bbox="1014 797 1212 834">2</td></tr> <tr> <td data-bbox="302 834 1014 872">3. General Discussion of the novels' technique</td><td data-bbox="1014 834 1212 872">3</td></tr> <tr> <td data-bbox="302 872 1014 909">4. Characterization</td><td data-bbox="1014 872 1212 909">4-5</td></tr> <tr> <td data-bbox="302 909 1014 947">5. A Study of the novels' Themes</td><td data-bbox="1014 909 1212 947">6-7</td></tr> <tr> <td data-bbox="302 947 1014 984">6. The novels' Symbols and motifs</td><td data-bbox="1014 947 1212 984">8</td></tr> <tr> <td data-bbox="302 984 1014 1022">7. Critical analysis of the novels</td><td data-bbox="1014 984 1212 1022">9</td></tr> <tr> <td data-bbox="302 1022 1014 1059">8. Critical essays on the novels</td><td data-bbox="1014 1022 1212 1059">10</td></tr> <tr> <td data-bbox="302 1059 1014 1097">9. A Discussion on selected Quotations from the texts</td><td data-bbox="1014 1059 1212 1097">11-14</td></tr> </table>	List of topics	Week	1. Authors' Biography	1	2. Introduction to the novel	2	3. General Discussion of the novels' technique	3	4. Characterization	4-5	5. A Study of the novels' Themes	6-7	6. The novels' Symbols and motifs	8	7. Critical analysis of the novels	9	8. Critical essays on the novels	10	9. A Discussion on selected Quotations from the texts	11-14
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6. The novels' Symbols and motifs	8																				
7. Critical analysis of the novels	9																				
8. Critical essays on the novels	10																				
9. A Discussion on selected Quotations from the texts	11-14																				
5. Teaching and Learning Methods	<p>Class discussions</p> <p>Lectures</p> <p>Team work</p> <p>Self-learning</p>																				
<p>6. Teaching and Learning Methods for students with Special Needs</p> <p>Suggested methods:</p> <p>Office hours and specially designed assignments</p> <p>Extra hours by teaching assistants</p>																					
7. Assessment																					
A. Method	Final written exam																				
B. Date	<p>At the end of the semester</p> <p>Definite date set by the Faculty Council</p>																				

2
5

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C. Mark Distribution		20
8. Textbook and references		
A. Notes	Course pack prepared by the course instructor	
B. Textbooks	Novels studied will be chosen from the work of: Austen, The Brontes, Twain, Wells, Wilde, Trollope, Tolstoy, Thackeray, Scott, Meredith, Melville, James, Hardy, George Eliot, D. H. Lawrence, Dickens, Conrad.	
C. References	<ul style="list-style-type: none">Gilbert, Sandra M., and Susan Gubar. <i>The Madwoman in the Attic: The Woman Writer and The Nineteenth Century Literary Imagination</i>. New Haven, Yale University Press, 1979.Gilmour, Robin. <i>The Novel in the Victorian Age: A Modern Introduction</i>. London: E. Arnold, 1986. <p>Showalter, Elaine. <i>A Literature of Their Own: British Women Novelists from Bronte to Lessing</i>. Princeton University Press, 1977, 1982</p>	
D. Periodicals, Bulletins, Online resources, etc.		

Instructor: Dr. Omneya Hashla
Dept. Head: Dr. Hoda Soliman
Programme Director: Dr. Sara El Daly

Sara El Daly





Form (10)
Course Specification

1. Course Data

Course Code: EN 212	Course Title: Poetry	Year/Level: second Year
Specialization: English Language and Literature	Contact Hours: Lectures 2 Practical sessions 2	

2. Course Aim

This course aims at:

- A) Developing a strong understanding of the main poets and trends of 17th century English poetry.
- (B) Learning to apply their knowledge in both written and oral communication on the topic.
- (C) Developing the skill of editing their own written texts and monitor written performance on 17th century English Poetry.

3. Course Intended Learning Outcomes

A. Knowledge and understanding	By the end of the course the students will have developed knowledge of the following: A (1) Distinguish the main poets and trends of 17th century English Poetry. A (2) Explain samples of the poetry by major English poets of the 17th century. A (3) Illustrate the various trends of 17 th century English poetry.
B. Cognitive Skills	By the end of the course the students will have developed the skills of: B (1) Analyze the hierarchical structure of 17th century English poetry. B (2) Discuss the contexts of various trends of 17h century English poetry. B (3) Indicate the relationship between the various poets of 17h century English poetry.
C. Professional/ Practical Skills	Upon completion of the course, students should be able to: C (1) Produce well-structured oral and written analysis of various types of 17h century English poetry. C (2) Justify their written critical analysis of 17h century English poetry. C (3) Use the accurate terminology in conducting their analysis of the poetry

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D. General Skills	By the end of the course, students will have developed the skills of: D (1) collaborate with others. D (2) Self-learning for information and texts on 17h century English poetry. D (3) Show priorities for their learning of 17h century English poetry	
4. Course Content	List of topics	Week(s)
	Metaphysical Poetry: An Introduction	1
	Lives and Literary Contexts of Metaphysical Poets	2
	Themes of Metaphysical Poetry	3
	Selected Poems by John Donne	4-5
	Selected poems by Andrew Marvel	6-7
	Selected poems by George Herbert	8-9
	Selected poems by Henry Vaughan	10-11
	Revision and analysis exercises	11-13
5. Teaching and Learning Methods	Class discussions Pair-work in analysing poems Assignments (for the practical sessions)	
6. Teaching and Learning Methods for students with Special Needs Suggested methods: Office hours and specially designed assignments Extra hours by teaching assistants		
7. Assessment		
A. Method		Final written exam
B. Date	Week 13	Set by the Faculty Council
C. Mark Distribution		20
8. Textbook and references		
A. Notes	Course pack prepared by the course instructor	
B. Textbooks	Seventeenth Century Poetry	



C. References	George Parfitt, English Poetry of the Seventeenth Century (Longman Literature In English Series, London: Routledge; 2 edition, 1992). William R. Keast, Seventeenth-century English poetry: modern essays in criticism (Oxford, Oxford University Press, 1971). SAMPLE READING LIST: English Poets of the Earlier Seventeenth Century (https://english.columbia.edu/english-poets-earlier-seventeenth-century).
D. Periodicals, Bulletins, Online resources, etc.	JSTOR

Instructors:
Dept. Head:
Programme Director:

Prof. Osama Madany
Dr. Hoda Soleiman
Dr. Sara Eldaly

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Course Specification

1. Course Data

Course Code: EN 311	Course Title: Civilization	Year/Level: Third Year
Specialization: English Language and Literature	Contact Hours: Lectures <input type="text" value="4"/> Practical sessions <input type="text" value="-"/>	

2. Course Aim

This course aims at:

- A) Introducing the European intellectual and cultural history of Europe in the 19th century.
- (B) Learning about the major trends and schools of politics, thought, economy and culture in Europe.
- (C) Developing a strong understanding of the effects of the Industrial Revolution and the French Revolution all over Europe.
- (D) Introducing the European the major schools of philosophy in the 19th

3. Course Intended Learning Outcomes

A. Knowledge and understanding

By the end of the course the students will have developed knowledge of the following:

- A (1) indicate with two important events of the eighteenth and nineteenth centuries, namely the French Revolution and the Industrial Revolution, and their impact on the history of human civilization in general and Europe in particular.
- A (2) illustrate the concept of European intellectual, political, scientific and economic trends until the 19th century.
- A(3) describe the political, economic, scientific and philosophical ideas of the 18th and 19th centuries.
- A (4) Explain the characteristics of intellectual life in the 18th and 19th centuries.
- A (5) describe some political, economic and social doctrines such as liberalism, communism, Marxism, capitalism and nationalism that emerged in the 18th to 19th centuries.



B. Cognitive Skills	<p>By the end of the course the students will have developed the skills of:</p> <p>B (1) Compare between European intellectual, political, scientific and economic trends in the 18th to 19th centuries.</p> <p>B (2) Use the practical ability to link the different intellectual trends and their impact on European civilization.</p> <p>B (3) relate the cultural and social values that have passed through Europe in the 18th century.</p>
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C. Professional/ Practical Skills	<p>Upon completion of the course, students should be able to:</p> <p>C(1) apply a method of observation that shows the relationship between the emergence of the French Revolution and the industrial revolution and the intellectual, political, scientific and economic trends of Europe in the eighteenth and nineteenth centuries.</p> <p>C (2) create a good reading method in the English language of the texts.</p> <p>C (3) Design a number of methods to analyze both cultural and literary data.</p>
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D. General Skills	<p>By the end of the course, students will have developed the skills of:</p> <p>D (1) presenting historical and cultural texts and various literary methods.</p> <p>D (2) displaying historical, cultural and linguistic reading and relate it to literature</p>
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4. Course Content	Topics	week
	1. European Intellectual Life Before the 19 th Century	1
	2. The New German Philosophy in the early 19 th Century	2-3
	3. The French Revolution as a World-Historical Event (1789) and its Cultural Significance	4-5
	4. European Liberalism	6
	5. European Marxism	7
	6. European Communism	8
	7. European Capitalism	9
	8. European Nationalism	10
	9. The Emergence of the Modern Intellectual History	11
	10. Industrial Revolution (1760-1850)	12-13

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5. Teaching and Learning Methods

Class discussions
Traditional lectures

6. Teaching and Learning Methods for students with Special Needs

Suggested methods:

Office hours and specially designed assignments

Extra hours by teaching assistants

7. Assessment

A. Method

Final written exam

B. Date

At the end of the semester

Definite date set by the Faculty Council

C. Mark Distribution

20

8. Textbook and references

A. Notes

Course pack prepared by the course instructor

B. Textbooks

El-Sobky, Radwan. *European Thought and Civilization in the 19th Century*, Al-Shams Printing Press,
Deposit No. 2014 -16321 I.S.B.N. 977-17-2569-6
Or – European and English thought in the 19th Century



C. References

1. Ashton, Thomas S. *The Industrial Revolution: 1760–1830*, London: Oxford UP, 1948.
2. Barnard, F.M., *J.G. Herder on Social and Political Culture*, Cambridge: UP, 1969.
3. Beiser, F.C. *The Fate of Reason*, Cambridge, Mass., 1987.
4. Berlanstein, Lenard R, ed. *The Industrial Revolution and Work in Nineteenth-Century Europe*, London: Routledge, 1992.
5. Burnette, Joyce, *Gender, Work and Wages in Industrial Revolution*, New York: Cambridge UP, 2008.
6. Cobb, Ricard. *The French and Their Revolution*, New York: New Press, 1999.
7. Crafts, Nicholas F. R. *British Economic Growth During the Industrial Revolution*. New York: Oxford UP, 1985.
8. Doyle, William. *Origins of the French Revolution*, Oxford: UP. 3rd ed. 1992.
9. ----- . *The Oxford History of the French Revolution*, Oxford: UP, 2nd ed. 1989.
10. Forster, M. N. *J.G. Herder: Philosophical Writings*, Cambridge UP, 2002.
11. Gibson, James. *Locke's Theory of Knowledge*, Cambridge UP, 1917.
12. Hampson, Norman. *A Social History of the French Revolution*, Toronto: UP. 1963.
13. Hanson, Paul R. *Historical dictionary of the French Revolution*, Lanham, Md.: Scarecrow Press, 2004.
14. Hartwell, R. M. *The Industrial Revolution and Economic Growth*, London: Methuen, 1971.
15. Losee, J. *A Historical Introduction to the Philosophy of Science*, Oxford: Oxford UP, 1972.
16. Mencken, H.L. *Friedrich Nietzsche*, New Brunswick (USA) and London (UK): Transaction Publishers, 1993.
17. Palmer, R. R. *The Age of the Democratic Revolution: A Political History of Europe and America, 1760–1800*. 2 vols. Princeton, NJ: Princeton UP, 1959–1964.
18. Paxton, John. *Companion to the French Revolution*, New York: Facts on File, c1988
19. Rampley, Matthew. *Nietzsche, Aesthetics and Modernity*, Cambridge: Cambridge UP, 2007.
20. Stearns, Peter N. *The Industrial Revolution in World History*, Boulder: Westview Press, 1998.
21. Stone, Bailey. *Reinterpreting the French Revolution: A Global-Historical Perspective*, Cambridge, UK: Cambridge UP, 2002.
22. Struve, Walter. *Elites Against Democracy; Leadership Ideals in Bourgeois Political Thought in Germany, 1890-1933*, Princeton, N.J.: Princeton University, 1973.
23. Taylor, Arthur J., ed. *The Standard of Living in Britain in the Industrial Revolution*, London: Methuen, 1975.
24. Thompson, J. M. *The French Revolution*, Oxford: UP. 1945.

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D. Periodicals, Bulletins, Online resources, etc.	
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Instructor: Dr. Radwan Gabr El-Sobky

Dept. Head: Dr. Hoda Soliman

Programme Director: Dr. Sara El Daly



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Form (10)
Course Specification

1. Course Data

Course Code: EN115	Course Title: introduction to Drama	Year/Level: First Year
Specialization: English Language and Literature	Contact Hours: Lectures <input type="text" value="2"/> Practical sessions <input type="text" value="2"/>	

2. Course Aim

This course aims at:

Develop a strong understanding of English Drama by way of carefully selected texts to teach students the main elements of Drama such as plot, themes, symbols, setting, and characters. The stress is on understanding the nature of the dramatic mode. Learn the primarily theatrical nature of the drama, rather than the purely literary, and students learn how to analyze a play. Develop the skill of understanding and analyzing a play.

3. Course Intended Learning Outcomes

A. Knowledge and understanding

By the end of the course the students will have developed knowledge of the following:

- A (1) - Illustrate the dramatic elements, techniques and conventions.
- A 2- Demonstrate various kinds of drama (tragedy, comedy and tragicomedy) and building up the taste for and the understanding of the various moods, feelings aroused by such kinds.

B. Cognitive Skills

By the end of the course the students will have developed the skills of:

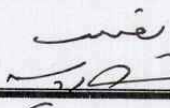

- B 1 - Prove students' reading and analytical skills by encouraging a close reading and understanding of individual plays:
- B 2-Discuss critically and analytically
- B 3-. use literary and academic English
- B 4- Create ideas from different perspectives related to time and place.
- B 5- Justify and understand the reception of the play with the cultural milieu of the audience (according to change of audience throughout time and place)
- B 6- Analyze and make sound analogies and comparisons between different plays and kinds of drama.

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C. Professional/ Practical Skills	Upon completion of the course, students should be able to: C (1) Produce a critical analysis on a play. C (2) Demonstrate carefully the main elements of a play C (3) Use the literary analysis to write about the form and content of the play.	
D. General Skills	By the end of the course, students will have developed the skills of: D (1) Collaborate with others to taste drama as a literary genre. D (2) Self-learning for information and literary texts D (3) Introduce priorities for their learning to expand students understanding of the characteristics of drama as literary genre as well as a theatrical event .	
4. Course Content	List of topics	Week
	Definition of Drama and elements or conventions of Drama	1
	Introduction to the author and the play	2
	Key facts, plot overview, and analysis	3
	Act 1	4
	Act 2	5
	Act 3	6
	Details of Acts 1,2,3	7-8
	Characters	9
	.Themes, motifs and symbols	10-11
	10. Critical essays on the play	12-13
5. Teaching and Learning Methods	Power-point presentations Class discussions Pair-work (in the practical sessions) Assignments (for the practical sessions)	
6. Teaching and Learning Methods for students with Special Needs Suggested methods: Office hours and specially designed assignments Extra hours by teaching assistants		
7. Assessment		
A. Method	Final written exam	





B. Date	At the end of the semester; Definite date set by the Faculty Council
C. Mark Distribution	20
8. Textbook and references	
A. Notes	Course pack prepared by the course instructor A book that contains elements of drama , the original text of the play <i>Arms and the Man</i> .- Or Selected One-act Plays
B. Textbooks	Bently, Eric, Bernard Shaw: 1986-1950, Methuen, London, 1957
C. References	Chesterton, G.K., George Bernard Shaw, Marx Reinhardt, London 1961. - Dukore, Bernard, Bernard Shaw, Director, University of Washington Press, Seattle, 1971. -Gibbs, A.M., Shaw, Oliver and Boyd, Edinburgh, 1965 -Abrams, A.H., A Glossary of Literary Terms, Holt- Saunders International Editions, Japan, 1984.
D. Periodicals, Bulletins, Online resources, etc.	Kaufmann R.J. (ed.), G. B. Shaw: <u>A Collection of Critical Essays</u> , Prentice Hall, Englewood Cliffs, New Jersey, 1965 Morgan, Margery M., <u>The Shavian Playground</u> , Methuen, London, 1972 Ohmann, Richard, Shaw: <u>The Style and the Man</u> , Wesleyan University Press Middletown, Connecticut, 1962. Ward, A. C., <u>Bernard Shaw</u> , Longman, London, 1951. - Bullough, Geoffrey (ed.), <u>Narrative and Dramatic Sources of Shakespeare</u> , Routledge and Kegan Paul, London 1975 - <u>A Research Guide for Undergraduates in English & American Literature</u> . MLA, 206

Instructor:
 Dept. Head:
 Programme Director:

Dr. Hoda Soliman
 Dr. Hoda Soliman
 Dr. Sara El Daly

Sara El Daly

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Form (10)
Course Specification

1. Course Data

Course Code: EN 321	Course Title: English Poetry Until the 19 th Century	Year/Level: 3rd Year
Specialization: English Language and Literature	Contact Hours: Lectures	<input type="text" value="4"/>
	Practical sessions	<input type="text" value="---"/>

**2. Course
Objectives**

The course aims at enabling students to:

- (A) Develop a strong understanding of the main poets and trends of English Poetry Until the 19th Century.
- (B) Learn to apply their knowledge in both written and oral communication on the topic.
- (C) Develop the skill of editing their own written texts and monitor written performance on English Poetry Until the 19th Century.

3. Course Intended Learning Outcomes





A. Knowledge and understanding	<p>By the end of the course students will have developed knowledge of the following:</p> <p>A (1) Distinguish between the main poets and trends of English Poetry Until the 19th Century.</p> <p>A (2) Explain samples of the poetry by major poets of English Poetry Until the 19th Century.</p> <p>A (3) Distinguish between the various trends of English Poetry Until the 19th Century.</p>
B. Cognitive Skills	<p>By the end of the course students will have developed the ability to:</p> <p>B (1) Analyze the hierarchical structure of English Poetry Until the 19th Century.</p> <p>B (2) Compare the contexts of various trends of English Poetry Until the 19th Century.</p> <p>B (3) Show the relationship between the various poets of English Poetry Until the 19th Century.</p>
C. Professional/ Practical Skills	<p>Upon completion of the course, students will be able to:</p> <p>C (1) Produce well-structured oral and written analysis of various types of English Poetry Until the 19th Century.</p> <p>C (2) Create their edited written critical analysis of English Poetry Until the 19th Century.</p> <p>C (3) Use the accurate terminology in conducting their analysis of the poetry.</p>

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D. General Skills	By the end of the course, students will have developed the skills of: D (1) Collaborating with others. D (2) Self-learning by searching online databases for information and texts on English Poetry Until the 19th Century. D (3) Displaying priorities for their learning of English Poetry Until the 19th Century.		
4. Course Content	Week	List of topics	
	1	The Augustan Age: An Overview	
	2	Selected Poems by Alexander Pope	
	3	Selected Poems by Alexander Pope	
	5	Selected Poems by John Dryden	
	6	Selected Poems by John Dryden	
	6	Selected poems by Thomas Gray	
	7	Selected poems by William Blake	
	8	The Romantic Age: An Overview	
	9	Selected Poems by Wordsworth	
	10	Selected Poems by Coleridge	
	11	Selected Poems by Keats	
	12	Selected Poems by Shelly	
		Selected Poems by Byron	
	13	Revision and analysis exercises	

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5. Teaching and Learning Methods	Class discussions	
	Pair-work in analyzing poems	
	Assignments (for the practical sessions)	
6. Teaching and Learning Methods for students with Special Needs		
To be suggested.		
7. Assessment		
A. Method		Final written exam
B. Date	Week 13	Set by the Faculty Council
C. Mark Distribution		20
8. Textbook and references		
A. Notes	-----	
B. Textbooks	Seventeenth Century Poetry	





C. References	<p>1. Roger H. Lonsdale (Ed.), The New Oxford Book Of Eighteenth Century Verse (Oxford Books of Prose & Verse), 1985.</p> <p>2..John E. Sitter (Ed.), The Cambridge Companion to Eighteenth-Century Poetry (Cambridge University Press), 2006.</p>
D. Periodicals, Bulletins, etc.	<i>JSTOR</i> ,

Instructors:

Prof. Osama Madany

Dept. Head:

Dr. Hoda Soleiman

Programme Director:

Dr. Sara Eldaly

Sara Eldaly

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Form (10)
Course Specification

1. Course Data

Course Code: EN 324	Course Title: Theoretical and Applied Criticism	Year/Level: Third Year
Specialization: English Literature	Contact Hours: Lectures	Practical sessions
	2	4

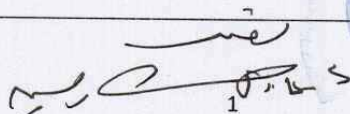
2. Course Objectives

The course aims at enabling students to:

- 1- Understand the main features of one or several literary theories
- 2- Apply one theory or more on literary text or texts
- 3- write essays which include an application of the literary theory or theories on a text(s)

3. Course Intended Learning Outcomes

A. Knowledge and understanding	By the end of the course the students will : A1- Describe the main features of Feminism as a critical theory A2- Explain the features of every Feminist approach A3- Illustrate what has been explained and described in every feminist approach
B. Cognitive Skills	By the end of the course the students will be able to: B1- Compare the different approaches of feminism B2- Discuss the text(s) included in the course book B3- Proves that every theoretical citation he/she uses is appropriate and fits the text


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C. Professional/ Practical Skills	Upon completion of the course, students will be able to: C1-Fulfill the texts included in the course book C2-Apply the different approaches of feminism on the texts of the course book C3-Discuss her\his analysis of the literary texts	
D. General Skills	By the end of the course, students will have developed the skills of: D 1-Self-learning by computers and internet to learn more about feminism(definition-history)and the texts in the course book D2-Collaborating of students in order to analyze the texts D3-Communicating with other students concerning preferring a particular feminist view more than the other	
4. Course Content	Topics	Week
	1. Romantic Literary Criticism Introduction	1
	2. Romantic Literary Theory	2
	3. W. Wordsworth's Critical Theory of Poetic Diction	3
	4. S. T. Coleridge's Theory of Imagination and Fancy	4
	5. Thomas Love Peacock's Theory of the Four Ages of Poetry	5
	6. P. B. Shelley's A Defence of Poetry	6
	7. Victorian Critical Theory	7
	8. Walter Pater's Theory of "Art for art's sake"	8
	9. Matthew Arnold as a Literary Critic	9
	10. John Ruskin's Aesthetic and Critical Theories	10
	11- Simone De Beauvoir (Extracts from The Second Sex) and John Stuart Mill (Extracts from The subjection of Women)	11
	-Writing an essay on De Beauvoir and Mill	
12- Virginia Woolf (Extracts from A Room of one's own)	12	



5. Teaching and Learning Methods	Lectures-discussion-self learning		
6. Teaching and Learning Methods for students with Special Needs To be suggested.			
7. Assessment			
A. Method	Year's works exam (divided into two exams)	Final written exam	
B. Date	Week8\13 (first\second exams)	Set by the Faculty Council	
C. Mark Distribution	5	15	
8. Textbook and references			
A. Notes	-----		
B. Textbooks	Literary Criticism in the Romantic and Victorian Ages		





C. Suggested References

1. Berlin, Isaiah (1999). *The Roots of Romanticism*. London: Chatto & Windus.
2. Breckman, Warren, *European Romanticism: A Brief History with Documents*. New York: Bedford/St. Martin's, 2007. "European Romanticism: A Brief History with Documents".. Retrieved 2010-08-24.
3. Marcel, Brion (1966). *Art of the Romantic Era*. Henry Holt & Company, Inc.
4. Fay, Elizabeth, *Romantic Medievalism. History and the Romantic Literary Ideal*. Houndsmills, Basingstoke: Palgrave, 2002.
5. Lim, Cwisfa, *Romanticism - The dawn of a new era*, 2002. (reprinted 2006)
6. Murray, Christopher, ed. *Encyclopedia of the romantic era, 1760-1850* (2 vol 2004); 850 articles by experts; 1600pp
7. McCalman, Iain, ed. *An Oxford Companion to the Romantic Age* (2009) online
8. Honour, Hugh (1979). *Romanticism*. Harper & Row.
9. Tucker, Herbert F. *A Companion to Victorian Literature and Culture*. Blackwell Publishing, 1999. Blackwell Reference Online. 28 August 2010
10. Altick, Richard Daniel. *Victorian People and Ideas: A Companion for the Modern Reader of Victorian Literature*. W.W. Norton & Company: 1974.
11. Mitchell, Sally. *Daily Life in Victorian England*. Greenwood Press: 1996.
12. Wilson, A. N. *The Victorians*. Arrow Books: 2002.

D. Periodicals, Bulletins, etc.

Instructors: Dr. Radwan El-Sobky
Dr. Dina Helmy

Dept. Head: Dr. Hoda Soleiman
Programme Director: Dr. Sara Eldaly

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Form (10)
Course Specification

1. Course Data

Course Code: EN 323	Course Title: Shakespeare and Drama 2	Year/Level: Third Year
Specialization: English Language and Literature	Contact Hours: Lectures <input type="text" value="4"/> sessions	Practical <input type="text" value="-"/>

2. Course Objectives

The course aims at enabling students to: This course introduces students to Elizabethan Drama

- 1- Develop a strong understanding of Elizabethan Drama through the study of plays written by William Shakespeare
- 2- Learn more techniques of Shakespearean Drama
- 3- Develop the skill of understanding and analyzing a Shakespearean play.

3. Course Intended Learning Outcomes

A. Knowledge and understanding

By the end of the course the students will have developed knowledge of the following:

- A1 - Illustrate students Shakespeare's language and the intellectual issues of the Renaissance.
- A 2- Describe the immediate English- Christian environment as well as classical (Greek and Roman) heritage.
- A 3- Distinguish comedy and tragedy and Introduce students to the intellectual issues of the Renaissance





B. Cognitive Skills	<p>By the end of the course the students will have developed the ability to:</p> <p>B 1 – Creating improved students' reading and analytical skills by encouraging a close reading and Ability to understand the relation of the literary and social context to the modes of expression. understanding of individual plays:</p> <p>B 2-Ability to apply critically and analytically</p> <p>B 3-. Ability to use literary and academic English compare and analyze ideas from different perspectives related to time and place.</p> <p>B 4- Indicate ideas from different perspectives related to time and place.</p> <p>B 5- Relate the reception of the play with the cultural milieu of the audience (according to change of audience throughout time and place)</p> <p>B 6- Analyze and do research and to make use of information from primary and secondary sources in support of a valid thesis and argument</p>
C. Professional/ Practical Skills	<p>Upon completion of the course, students will be able to:</p> <p>Teach students how to write a critical analysis on a Shakespearean play with a full analysis to the main techniques of his writing.</p> <p>C (1) Produce a critical analysis on a Shakespearean play.</p> <p>C (2) Fulfill carefully the main techniques of Shakespeare's drama</p> <p>C (3) Use the literary analysis to write about the form and content of Shakespeare's plays.</p>





D.General Skills	By the end of the course, students will have developed the skills of: . D (1) Collaborating with others to taste drama as a literary genre. D (2) Self-learning by searching online for information and literary texts D (3)Displaying priorities for their learning to develop the taste for kind of drama (comedy and tragedy) and expand students understanding of the characteristics of Shakespearean drama.		
4. Course Content	List of topics		Week
	1. Definition of Drama and Shakespeare's Drama		1
	2. Introduction to the Shakespeare and the play of Macbeth (Extra emphasis is put on textual analysis),		2
	3. Key facts, plot overview, and analysis		3
	4. Act 1		4
	5. Act 2		5
	6. Act 3		6
	7. Act 4		7-8
	8. Act5 - Characters.		9
	9.Themes, motifs and symbols		10-11
	10. Critical essays on the play (plot analysis, soliloquies)		12-13
5. Teaching and Learning Methods	Power-point presentations Class discussions Pair-work (in the practical sessions) Assignments (for the practical sessions)		
6. Teaching and Learning Methods for students with Special Needs To be suggested.			
7. Assessment			
A. Method	-----		Final written exam
B. Date	Week 13		Set by the Faculty Council

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C. Mark Distribution		-----	20
8. Textbook and references			
A. Notes	A book that include: 1- An introduction to Shakespeare and his works . The original text of Macbeth.		
B. Textbooks	Shakespeare, William <i>Macbeth</i> (1606), Unabridged Dover, The Cambridge Shakespeare, Macmillan and Co.-London,1993 -Any play selected from the works of Christopher Marlowe		
C. References	Chambers, E.K., <i>The Elizabethan Stage</i> , Oxford University Press, Oxford, New York , 1945, four volumes. Nagler, A.M., <i>Shakespeare's Stage</i> , Yale University Press, New Haven, 1958. Tillyard, E.M.W., <i>The Elizabethan World Picture</i> , Chatto & Windus, London, 1943. Wilson, John Dover, <i>Life in Shakespeare's England</i> , Macmillan, New York 1913 Clark, Cumberland, <i>Shakespeare and Psychology</i> , Folcroft Library Editions, 1976 Champion, Larry S., <i>Shakespeare's Tragic Perspective</i> , The University of Georgia Press, Athens, Leech, C. (Ed.) Marlow: A Collection of Critical Essays. Englewood Cliffs, New Jersey: Prentice Hall Inc., 1964. Rossiter, R. English Drama from early Times to the elizabethans. Oxford: OUP, 1950. Sales, R. Christopher Marlowe. London: Macmillan, 1991.		
D. Periodicals, Bulletins, etc.	Bullough, Geoffrey (ed.), <i>Narrative and Dramatic Sources of Shakespeare</i> , Routledge and Kegan Paul, London, 1975		

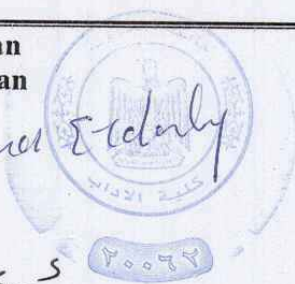
Instructors:
Dept. Head

Dr. Hoda Soliman
Dr. Hoda Soliman

Programme Director : Dr. Sara Eldaly

Sara Eldaly

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Course Specification

1. Course Data

Course Code: EN316	Course Title: American literature	Year/Level: third Year
Specialization: English Language and Literature	Contact Hours: Lectures <input type="text" value="3"/> Practical sessions <input type="text" value="-"/>	

2. Course Aim

This course aims at:

- (A) Developing a strong understanding of the history and main trends of 19th Century American literature.
- (B) Learning to apply their knowledge in both written and oral communication on the topic.
- (C) Developing the skill of editing their own written texts and monitor written performance on 19th century American Literature.

3. Course Intended Learning Outcomes

A. Knowledge and understanding	By the end of the course the students will have developed knowledge of the following: A (1) Explain the history and trends of 19th Century American literature. A (2) describe at close hand samples of the plays, novels and poetry by Famous, American writers of the 19th century A (3) illustrate the difference between the various trends of 19h Century American literature.
B. Cognitive Skills	By the end of the course the students will have developed the skills of: B (1) Analyze the hierarchical structure of 19th Century American literature. B (2) Indicate the contexts of various forms of 19th Century American literature. B (3) Show the relationship between the various genres of 19th Century American Literature B (4) Analyze the forms and genres of 19th Century American Literature

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C. Professional/ Practical Skills	Upon completion of the course, students should be able to: C (1) Produce well-structured oral and written texts of various types of 19th Century American works of art C (2) Design their written critical texts on 19th Century American works of art C (3) Use the accurate terminology in conducting their analysis of the topic
D. General Skills	By the end of the course, students will have developed the skills of: D (1) Communicate with others collaboratively D (2) Searching online for information and texts on 19th century American literature D (3) Introducing and presenting priorities for their learning of 19th century American literature



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4. Course Content	List of topics	Week(s)
	General Introduction to the theory and history of 19th Century American Romanticism, Transcendentalists and Renaissance writers	1
	Introducing samples of the prose writing by a 19th century American writers	2
	A reading of the set work by James Fennimore Cooper or Edgar Allan Poe	3-4
	Introducing a novel or a novella by a 19th century American novelist (Uncle Tom's cabin by Harriet Beecher Snow)	5-6
	A Reading of the set novel by the chosen novelist	7-8
	More Reading of the set novel	9
	Introducing some American poets A Reading of some poems by the chosen poets (Longfellow or Walt Whitman)	10-11
	Studying some poems by the chosen poets	12
	A training on writing a paper on the chosen topics	13
5. Teaching and Learning Methods	Showing videos on the related plays and novels Class discussions Pair-work (in the practical sessions) Assignments (for the practical sessions)	
6. Teaching and Learning Methods for students with Special Needs Suggested methods: Office hours and specially designed assignments Extra hours by teaching assistants		



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 30-05-2015



7. Assessment

A. Method	Final written exam
B. Date	At the end of the semester Definite date set by the Faculty Council
C. Mark Distribution	20
8. Textbook and references	
A. Notes	Course pack prepared by the course instructor
B. Textbooks	American literature in the 19th Century: Prose, the Novel and Poetry
C. References	<i>Bercovitch, Sacvan (1994–2005). The Cambridge History of American Literature. Cambridge: Cambridge University Press.</i> <i>Müller, Timo (2017). Handbook of the American Novel of the Twentieth and Twenty-First Centuries. Boston: de Gruyter.</i> <i>Moore, Michelle E. (2019). Chicago and the Making of American Modernism: Cather, Hemingway, Faulkner, and Fitzgerald in Conflict. New York and London: Bloomsbury Academic</i>
D. Periodicals, Bulletins, Online resources, etc.	JSTOR New England Quarterly

Instructor:

Dr. Abdel-Moneim Habib

Dept. Head:

Dr. Hoda Soliman

Programme Director:

Dr. Sara El Daly

Sara El Daly

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Form (10)
Course Specification

1. Course Data

Course Code: EN 122	Course Title: Introduction to Poetry	Year/Level: 1 st Year
Specialization: English Language and Literature	Contact Hours: Lectures Practical sessions	<div>3</div> <div>---</div>

2. Course Objectives

The course aims at enabling students to:

- (A) Develop a strong understanding of the main poets and trends of 16th and 17th century English poetry.
- (B) Learn to apply their knowledge in both written and oral communication on the topic.
- (C) Develop the skill of editing their own written texts and monitor written performance on 16th and 17th century English Poetry.

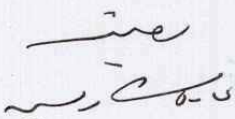

3. Course Intended Learning Outcomes





A. Knowledge and understanding	<p>By the end of the course students will have developed knowledge of the following:</p> <p>A (1) Distinguish the main poets and trends of 16th and 17th century English Poetry.</p> <p>A (2) Explain samples of the poetry by major English poets of the 16th and 17th century.</p> <p>A (3) Illustrate the various trends of 16th and 17th century English poetry.</p>
B. Cognitive Skills	<p>By the end of the course students will have developed the ability to:</p> <p>B (1) Analyze the hierarchical structure of 16th and 17th century English poetry.</p> <p>B (2) Discuss the contexts of various trends of 16th and 17th century English poetry.</p> <p>B (3) Indicate the relationship between the various poets of 16th and 17th century English poetry.</p>
C. Professional/ Practical Skills	<p>Upon completion of the course, students will be able to:</p> <p>C (1) Produce oral and written analysis of various types of 16th and 17th century English poetry.</p> <p>C (2) Justify their written analysis of 16th and 17th century English poetry.</p> <p>C (3) Use the accurate terminology in conducting their analysis of the poetry.</p>



D. General Skills	By the end of the course, students will have developed the skills of: D (1) collaborate with others. D (2) Self-learning for information and texts on 16 th and 17 ^h century English poetry. D (3) Show priorities for their learning of 16 th and 17 ^h century English poetry.		
4. Course Content	Week	List of topics	
	1	Poetic Imagery	
	2	Poetic Sense Imagery	
	3	Selected Poems by Sir Thomas Wyatt	
	4	Selected Poems by the Earl of Surrey	
	5	Selected poems by Christopher Marlowe	
	6 - 7 - 8	Selected sonnets by William Shakespeare	
	9 - 10	Selected poems by Ben Jonson	
	11 - 12	Selected poems by John Donne	
	13	Revision	
	14	Revision	
5. Teaching and Learning Methods	Class discussions		
	Pair-work in analyzing poems		
	Assignments (for the practical sessions)		
	 		



6. Teaching and Learning Methods for students with Special Needs

To be suggested.

7. Assessment

A. Method		Final written exam
B. Date	Week 13	Set by the Faculty Council
C. Mark Distribution		20

8. Textbook and references

A. Notes	-----
B. Textbooks	Seventeenth Century Poetry
C. References	1. Bob Blaisdell (Ed.), Elizabethan Poetry: An Anthology (Dover Thrift Editions) Paperback – January 17, 2005. 2. Paul J. Alpers (Ed.), Elizabethan Poetry, Oxford Paperbacks, 1998. James Ruoff (Ed.), Major Elizabethan Poetry and prose, Crowell, 1972.
D. Periodicals, Bulletins, etc.	JSTOR,

Instructors:

Prof. Osama Madany

Dept. Head:

Dr. Hoda Soleiman

Programme Director:

Dr. Sara Eldaly



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Form (10) Course Specification

1. Course Data

Course Code: EN 222	Course Title: Novel in the 18 th century	Year/Level: second Year
Specialization: English Language and Literature	Contact Hours: Lectures sessions	<input checked="" type="checkbox"/> 4 Practical <input type="checkbox"/>

2. Course Objectives

The course aims at enabling students to:


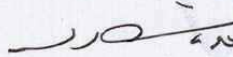


- (A) Develop the reading and analytical skills of the novel
- (B) Expand the understanding of the characteristics of the novel as a literary genre
- (C) Develop the skill of analyzing the novel in the framework of a few theoretical and critical approaches to enrich students' research and analytical skills

3. Course Intended Learning Outcomes





A. Knowledge and understanding	<p>By the end of the course the students will have developed knowledge of the following:</p> <p>A (1) Explain the socio-political and intellectual contexts of the 18th century novel.</p> <p>A (2) Describe the novel as a literary genre</p> <p>A (3) Summarize the Age and background of the writer</p> <p>A (4) Distinguish the elements of fiction: plot, themes, symbols, characters, setting</p>
B. Cognitive Skills	<p>By the end of the course the students will have developed the ability to:</p> <p>B (1) Analyze the ideas of the novel critically</p> <p>B (2) Apply the aspects of the novel</p> <p>B (3) Discuss the differences among cultures</p>
C. Professional/ Practical Skills	<p>Upon completion of the course, students will be able to:</p> <p>C (1) Produce a critical analysis to the novel</p> <p>C (2) Perform a research paper relying on collecting and analyzing data</p> <p>C (3) Use the critical approaches in analyzing the novel</p>
D. General Skills	<p>By the end of the course, students will have developed the skills of:</p> <p>D (1) collaborate with others</p> <p>D (2) Self-learning for information and authentic texts</p> <p>D (3) Display priorities for their learning</p>



4. Course Content	List of topics		Week
	1. Author's Age and Background		1
	2. Introduction to the novel		2
	3. Plot summary Overview		3-4
	4. Characters and characterization		5-6
	5. Themes		7-8
	6. Mid-term exam		9
	7. Discussion of the Symbols and motifs		10
	8. Discussion of Critical essays of the novel		11
	9. Reviewing Critical analyses of the novel		12
	10. Discussion of Qutations from the text		13-14
5. Teaching and Learning Methods	Class discussions		
	Lectures		
	Team work		
	Self-learning		
6. Teaching and Learning Methods for students with Special Needs			
To be suggested.			
7. Assessment			
A. Method		Mid-term exam	Final written exam
B. Date		Week 8	Set by the Faculty Council
C. Mark Distribution		5	15
8. Textbook and references			
A. Notes		-----	

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B. Textbooks	<ul style="list-style-type: none">- Novels studied will be chosen from the work of: Daniel Defoe, Samuel Richardson, Henry Fielding, Jonathan Swift, Sterne, Mary Shelley, Walter Scott, Oliver Goldsmith, Frances Burney.
C. References	<ul style="list-style-type: none">• Armstrong, Nancy. <i>Desire and Domestic Fiction: A Political History of the Novel</i>. New York: Oxford University Press, 1987.• Brewer, John. <i>The Pleasures of the Imagination: English Culture in the Eighteenth Century</i>. New York: Farrar, Strauss and Giroux, 1997.• Hunter, J. Paul. <i>Before Novels: The Cultural Contexts of Eighteenth-Century English Fiction</i>. New York and London: W.W. Norton & Company, 1990.• Watt, Ian. <i>The Rise of the Novel: Studies in Defoe, Richardson and Fielding</i>. Berkeley: University of California Press, 1957.
D. Periodicals, Bulletins, etc.	-----

Instructors: Dr. Omneya Hashla

Dept. Head: Dr. Hoda Soleiman

Programme Director: Dr. Sara Eldaly

Sara Eldaly







Form (10)
Course Specification

1. Course Data

Course Code: N 124	Course Title: European Civilization until the 17 th century	Year/Level: First Year
Specialization: English Language and Literature	Contact Hours: Lectures <input type="text" value="4"/> Practical sessions <input type="text" value="0"/>	

2- Course Objectives	The course aims at enabling students to: (A) Know the concept and meaning of European civilization. (B) Understand the European cultural history until the end of the 17 th century. (C) Develop the skill of reading scientific and cultural texts about European civilization,
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3 - Course Intended Learning Outcomes

A- Knowledge and understanding	By the end of the course the students will be able to: A.1- Explain the cultural and civilizational background of the European countries A.2- Illustrate the relationship between the prosperity of European civilization and scientific and cultural progress. A.3. Describe the historical and social influences of the European civilization
B. Cognitive Skills	By the end of the course the students will have developed the ability to: B.1- Compare between the broader cultural heritage and the most special historical heritage in Europe. B.2- Design practical ability to link history, geography and different civilizations.
C- Professional and Practical skills	Upon completion of the course, students will be able to: C.1- Use a method of observation that shows the relationship between the progress and breakdown of civilizations through the reasons that led to both. C.2- Produce a good reading method in the English language of the texts.

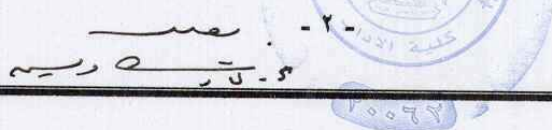
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	C.3- Design a number of methods to analyze both cultural and literary data.																								
D. General Skills	By the end of the course, students will have developed the skills of: D. 1. Demonstrate historical and cultural texts and various literary methods. D. 2. Display historical, cultural and linguistic reading and relate it to literature.																								
4- Course Contents	<table border="1"> <thead> <tr> <th>Topics</th><th>Weeks</th></tr> </thead> <tbody> <tr> <td>1- The Concept of Civilization</td><td>1</td></tr> <tr> <td>2- The Meaning of Civilization</td><td>2</td></tr> <tr> <td>3- The Meaning of European Civilization: A Historical-Conceptual Approach</td><td>3</td></tr> <tr> <td>4- European Thought before the 14th century</td><td>4</td></tr> <tr> <td>5- European intellectual life in the 15th Century</td><td>5</td></tr> <tr> <td>6- Features of European Civilization in the 16th century</td><td>6</td></tr> <tr> <td>7- European Culture in the 17th century</td><td>7</td></tr> <tr> <td>8- European Religious Thought in the 17th century</td><td>8</td></tr> <tr> <td>9- Civilization and Culture in Europe before the 17th century</td><td>9</td></tr> <tr> <td>10- Challenges and Complexities of Human Civilization</td><td>10-11</td></tr> <tr> <td>11- The Decline and Fall of Civilizations</td><td>12</td></tr> </tbody> </table>	Topics	Weeks	1- The Concept of Civilization	1	2- The Meaning of Civilization	2	3- The Meaning of European Civilization: A Historical-Conceptual Approach	3	4- European Thought before the 14 th century	4	5- European intellectual life in the 15 th Century	5	6- Features of European Civilization in the 16 th century	6	7- European Culture in the 17 th century	7	8- European Religious Thought in the 17 th century	8	9- Civilization and Culture in Europe before the 17 th century	9	10- Challenges and Complexities of Human Civilization	10-11	11- The Decline and Fall of Civilizations	12
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6- Teaching and learning methods	Theoretical Lectures
7- Teaching and Learning Methods for students with Special Needs	None
7- Assessment of students	
A- The Used Methods	Final Exam
B- Timing	13 th week at the end of Semester
C- Marks distribution	20 Marks for final Exam

8- List of textbooks and references:	
A- Notes	-----
B- Text books	<p>- Civilization: Conceptual Approach, By: Radwan El-Sobky, Al-Shams Printing Press, Fifth Edition. Deposit No.2007/2999. I.S.B.N. 977-6067-74-3</p> <p>Or - Civilization and English Thought</p>
C- Suggested References	<p>1. Bodley, John H., <i>Cultural Anthropology: Tribes, States and the Global System</i>. Mayfield, Mountain View, California, 2000.</p> <p>2. Bugge, P. 'Europe 1914-1945: the nation supreme' in van der</p>





	<p>Dussen, J. and Wilson, K. (eds) <i>The History of the Idea of Europe</i>, London, Routledge. 1995.</p> <p>3. Davies, N. <i>Europe: A History</i>, Oxford: UP. 1996.</p> <p>4. Diop, Cheikh Anta. <i>Civilization or Barbarism: An Authentic Anthropology</i>. Trans. Yaa-Lengi Meema Ngemi. Eds. Harold J. Salemson and Marjolijn de Jager. New York: Lawrence Hill, 1991.</p> <p>5. Elias, Norbert. <i>The Civilizing Process: Sociogenetic and Psychogenetic Investigations</i>. Trans. Edmund Jephcott, Oxford, U.K.: Blackwell, 2000.</p> <p>6. Febvre, Lucien. "Civilization: Evolution of a Word and a Group of Ideas," In <i>A New Kind of History: From the Writings of Febvre</i>, ed. Peter Burke, trans. K. Folca, 289-296. London: Routledge and Kegan Paul, 1973.</p> <p>7. Ferguson, Adam. <i>An Essay on the History of Civil Society</i>, Cambridge: UP, 1995, pp. 26-33.</p> <p>8. Gale, Thomson. <i>Encyclopedia of Modern Europe: Europe 1789-1914: Encyclopedia of the Age of Industry and Empire</i>, 2006.</p> <p>9. Guizot, François. <i>The History of Civilization in Europe</i>. London: Penguin Books 1997, p.13.</p> <p>10. Huntington, Samuel P. <i>The Clash of Civilization and the Remaking of World order</i>. New York: Simon & Schuster 1996, p.43</p> <p>11. Mazlish, Bruce. <i>Civilization and Its Contents</i>. Stanford, CA: Stanford University Press, 2004.</p> <p>12. Nugent, N. <i>The Government and Politics of the European Union</i>, London: Palgrave Macmillan (fourth edition), 1999.</p> <p>13. Robertson, R. <i>Globalization - Global Culture and Social Theory</i>, London: Sage 1992</p> <p>14. Spengler, Oswald. <i>The Decline of the West</i>. London: Allen and Unwin 1923, vol I., p.341.</p> <p>15. Story, J. (ed.) <i>The New Europe: Politics, Government and Economy since 1945</i>, London: Blackwell, 1993.</p> <p>16. Therborn, G. <i>European Modernity and Beyond</i>, London, Sage.</p> <p>Tsoukalis, L. (2003) <i>What Kind of Europe?</i> Oxford, Oxford University Press, 1995.</p> <p>17. Wallace, H. and Ridley, A. <i>Europe: The Challenge of Diversity</i>, London, Routledge and Kegan Paul, 1985.</p>
D- Periodicals and Bulletins etc	None

Instructor:

Dr. Radwan Gabr El-Sobky

Dept. Head:

Dr. Hoda Solieman

Programme Director:

Dr. Sara Eldaly

Sara Eldaly

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Course Specification

1. Course Data

Course Code: EN 411	Course Title: Poetry	Year/Level: fourth Year
Specialization: English Language and Literature	Contact Hours: Lectures <input type="text" value="4"/> Practical sessions <input type="text" value="-"/>	

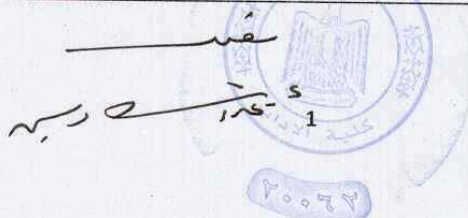
2. Course Aim

This course aims at enabling students to:

- (A) describe the main poets and trends of 19th & 20th century English poetry.
- (B) apply their knowledge in both written and oral communication on the topic.
- (C) edit their own written texts and monitor written performance on 19th & 20th centuries English poetry.

3. Course Intended Learning Outcomes

A. Knowledge and understanding	By the end of the course the students will be able to: A (1) distinguish the main poets and trends of 19 th & 20 th century English poetry. A (2) describe the poetry by major English poets of the 19 th & 20 th century. A (3) Differentiate between the various trends of 19 th & 20 th century English poetry.
B. Cognitive Skills	By the end of the course the students will be able to: B (1) Analyze the hierarchical structure of 19 th & 20 th century English poetry. B (2) compare/discuss the contexts of various trends of 19 th & 20 th century English poetry. B (3) indicate the relationship between the various poets of 19 th & 20 th century English poetry.





C. Professional/ Practical Skills	<p>Upon completion of the course, students should be able to:</p> <p>C (1) Produce well-structured oral and written analysis of various types of 19 th & 20th century English poetry.</p> <p>C (2) Edit their written critical analysis of 19 th & 20th century English poetry.</p> <p>C (3) Use the accurate terminology in conducting their analysis of the poetry</p>																												
D. General Skills	<p>By the end of the course, students will be able to:</p> <p>D (1) collaborate/communicate with others.</p> <p>D (2) Search online databases for information and texts on 19 th & 20th century English poetry.</p> <p>D (3) Plan, organize, and set priorities for their learning of 19 th & 20th century English poetry.</p>																												
4. Course Content	<table border="1"> <thead> <tr> <th>List of topics</th><th>Week(s)</th></tr> </thead> <tbody> <tr> <td>The Victorian Age: An Overview</td><td>1</td></tr> <tr> <td>Selected Poems by Alfred Tennyson</td><td>2</td></tr> <tr> <td>Selected Poems by Mathew Arnold</td><td>3</td></tr> <tr> <td>The Dramatic Monologue and Selected Poems by Robert Browning.</td><td>4</td></tr> <tr> <td>Comparison between Tennyson and Browning</td><td>5</td></tr> <tr> <td>Selected poems by Gerarld Manley Hopkins</td><td>6</td></tr> <tr> <td>Symbolism in Modern Poetry</td><td>7</td></tr> <tr> <td>Selected Poems by W. B. Yeats</td><td>8</td></tr> <tr> <td>Selected Poems by T. S. Eliot</td><td>9</td></tr> <tr> <td>Selected Poems by Ted Hughes</td><td>10</td></tr> <tr> <td>Selected Poems by W. H. Auden</td><td>11</td></tr> <tr> <td>Selected Poems by Philip Larkin</td><td>12</td></tr> <tr> <td>Revision and analysis exercises</td><td>13</td></tr> </tbody> </table>	List of topics	Week(s)	The Victorian Age: An Overview	1	Selected Poems by Alfred Tennyson	2	Selected Poems by Mathew Arnold	3	The Dramatic Monologue and Selected Poems by Robert Browning.	4	Comparison between Tennyson and Browning	5	Selected poems by Gerarld Manley Hopkins	6	Symbolism in Modern Poetry	7	Selected Poems by W. B. Yeats	8	Selected Poems by T. S. Eliot	9	Selected Poems by Ted Hughes	10	Selected Poems by W. H. Auden	11	Selected Poems by Philip Larkin	12	Revision and analysis exercises	13
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5. Teaching and Learning Methods	<p>Class discussions</p> <p>Pair-work in analysing poems</p> <p>Assignments (for the practical sessions)</p>																												



6. Teaching and Learning Methods for students with Special Needs Suggested methods: Office hours and specially designed assignments Extra hours by teaching assistants	
7. Assessment	
A. Method	Final written exam
B. Date	At the end of the semester Definite date set by the Faculty Council
C. Mark Distribution	20
8. Textbook and references	
A. Notes	Course pack prepared by the course instructor
B. Textbooks	Seventeenth Century Poetry
C. References	David Perkins, A History of Modern Poetry: From the 1890s to the High Modernist Mode (1976). Jahan Ramazani, The Norton Anthology of Modern and Contemporary Poetry (1973)
D. Periodicals, Bulletins, Online resources, etc.	JSTOR

Instructor:

DR. Osama Madney

Dept. Head:

Dr. Hoda Soliman

Programme Director:

Dr. Sara El Daly

Sara El Daly

[Signature]



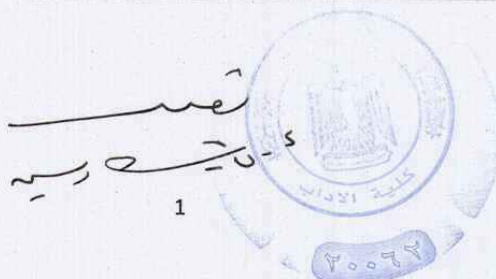


Course Specification

1. Course Data

Course Code: EN413	Course Title: Applied and Theoretical Criticism	Year/Level: Fourth Year
Specialization: English Language and Literature	Contact Hours: Lectures <input type="text" value="2"/>	Practical sessions <input type="text" value="2"/>

2. Course Aim	<p>This course aims at enabling students to:</p> <p>(A) describe the main features of some literary theories in the modern age</p> <p>(2) Apply one theory or more on literary text or texts</p> <p>(3) write a research paper which includes an application of modern literary theory(s) on text(s)</p>
3. Course Intended Learning Outcomes	
A. Knowledge and understanding	<p>By the end of the course the students will be able to:</p> <p>A (1) illustrate the main features of some modern critical theories</p> <p>A (2) Explain the features of some modern critical theories</p> <p>A (3) Write what has been explained and described in some modern critical theories</p>
B. Cognitive Skills	<p>By the end of the course the students will be able to:</p> <p>B (1) Distinguish between the different Theories of modern literary Criticism</p> <p>B (2) analyze the text(s) included in the course book</p> <p>B (3) Proves in a research paper that every theoretical citation he/she uses is appropriate and fits the text</p>
C. Professional/ Practical Skills	<p>Upon completion of the course, students should be able to:</p> <p>C (1) Analyze the texts included in the course book</p> <p>C (2) Apply the different Theories of modern Criticism on the text(s) of the course book</p> <p>C (3) Present/produce her/his analysis of the literary text in a research paper</p>





D. General Skills	<p>By the end of the course, students will be able to:</p> <p>D (1) Use computers and internet to learn more about different Theories of modern literary Criticism and the texts in the course book</p> <p>D (2) collaborate with their peers in order to analyze the texts</p> <p>D (3) Contact other students concerning preferring a particular view of different Theories of modern literary Criticism</p>
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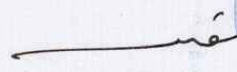




4. Course Content	Topics	Weeks
	Theory of Psychoanalytic Literary Criticism	1-4
	Freudian Literary Criticism	
	Jungian Literary Criticism	
	Lacanian Literary Criticism	
	Applying Psychoanalysis to Literature	
	Applying Psychoanalysis to Carol Oates' Short Story "Where are you Going, Where have you been"	
	Applied Critical Psychoanalytical Study of "Where Are You Going Psychological Conflicts in Oates' "Where Are You Going"	
	Formalist Theory of Literary Criticism (Formalism 1930s)	5-6
	Theory of Formalism	
	Major Critics of Formalism	
	School of Russian Formalism	
	Chicago School of Literary Criticism (1950s)	
	American New criticism	
	American New Critic Cleanth Brooks	
	Applied Critical Formalist Study of "The Story of an Hour" By Kate Chopin	
	Feminist Theory of Literary Criticism (Feminism 1960s)	7-8
	The Theory of Feminist Literary Criticism	
	Elaine Showalter's Theory of Gynocriticism	
	Applied Critical Feminist Study of short stories	
	Where Are You Going, Where Have You Been?" By: Joyce Carol Oates	
	The Story of an Hour in the Context of Feminist Criticism	
	Reader Response Theory of literary Criticism (1960s)	9-10
	Theory of Reader Response Criticism	
	Louise Rosenblatt	
	Applied Critical Study of Reader-Response Theory of Literary Criticism	
	Guidelines for Applied Critical Study Applied Critical Study of	
	The Things They Carried by: Tim O'Brien	
	The Response of the Reader: Critical Essay "O'Brien's <i>The Things They Carried</i> "	
	Post-Colonial Theory of Literary Criticism (Postcolonialism 1990s)	11
	Theory of Postcolonialism	
	The concept of Hybridity in post-colonial theory	
	Edward Said's Orientalism	
	Applying Postcolonial Theory to Joseph Conrad's <i>Heart of Darkness</i>	
	Mid-Term Exam	12
	Final Exam	13

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5. Teaching and Learning Methods	Lectures-discussion-self learning
6. Teaching and Learning Methods for students with Special Needs Suggested methods: Office hours and specially designed assignments Extra hours by teaching assistants	
7. Assessment	
A. Method	Oral Exam Final written exam
B. Date	Week 11 At the end of the semester Definite date set by the Faculty Council
C. Mark Distribution	5 15
8. Textbook and references	
A. Notes	Course pack prepared by the course instructor
B. Textbooks	Modern Theories and Schools of Literary Criticism By Radwan El-Sobky Al-Shams Printing Press Deposit No: 2014/17005 I.S.B.N. 978-977-90-2041-9



C. References	<p>Abrams, M.H. A Glossary of Literary Terms. 7th ed. Fort Worth: Harcourt Brace College Publishers, 1999.</p> <p>-----, "Psychological and Psychoanalytic Criticism." A Glossary of Literary Terms. 7th ed. Fort Worth: Harcourt Brace College Publishers, 1999. 247-253.</p> <p>Barry, Peter. 'Feminist Literary Criticism' in Beginning theory (Manchester University Press: 2002),</p> <p>Barstow, Jane. "Where Are You Going, Where Have You Been?" EBSCOhost. N.p., Jan. 2004. Web.</p> <p>Baxtin, Mixail (Bakhtin, Mikhail) ([1934/35] 1981). "Discourse in the Novel." M. B. The Dialogic Imagination: Four Essays. Austin: U of Texas P, 259-422.</p> <p>Beach, R. (1993). A teacher's introduction to reader-response theories. Urbana, IL: National Council of Teachers of English.</p> <p>Biddle, Arthur W., and Toby Fulwiler. Reading, Writing, and the Study of Literature. NY: Random House, 1989.</p> <p>Bornstein, Robert. (2010). Psychoanalytic theory as a unifying framework for 21st century personality assessment. <i>Psychoanalytic Psychology</i>, 27, 133-152.</p> <p>Conrad, Joseph. (2010). <i>Heart of Darkness</i>. London: Harper Collins Press.</p> <p>Childers, J. and G. Hentzi eds., The Columbia Dictionary of Modern Literary and Cultural Criticism (New York 1995) p. 247</p> <p>Corman, Brian. "Chicago Critics" Johns Hopkins Guide to Literary Theory and Criticism. Web page. 2005</p> <p>de Beauvoir, Simone. <i>The Second Sex</i>. London: Vintage, 1997.</p>
D. Periodicals, Bulletins, Online resources, etc.	

Instructor:
Dept. Head:
Programme Director:

Dr Radwan El-Sobky
Dr. Hoda Soliman
Dr. Sara El Daly

Sara El Daly

[Signature]

[Signature]



Form (10)

Course Specification

Course Data

Course Code: N 421	Course Title: European Civilization in the 19 th and 20 th centuries	Year/Level: Fourth Year
Specialization: English Language and Literature	Contact Hours: Lectures <input type="text" value="4"/> Practical sessions <input type="text" value="0"/>	

2- Course Objectives

The course aims at enabling students to:

- (A) Understand the European civilization in the 19th and 20th centuries.
- (B) Know the devastating effects of the two World Wars and their great impact on the European thought in all its forms.
- (C) Develop a strong understanding of the major intellectual schools in the 20th century such as Existentialism, Absurdism, Nazism, Fascism and Feminism.

3 - Course Intended Learning Outcomes

A- Knowledge and understanding	By the end of the course the students will be able to: A.1- describe the cultural and civilizational backgrounds of the European countries in the 19 th and 20 th centuries. A.2- indicate the devastating effects of World War I and World War II and their high influence on the European life. A.3- Identify the relationship between the flourishing of European civilization and scientific and cultural progress in the 19 th and 20 th centuries. A.4- explain the concept of European intellectual, political, scientific and economic trends in the 19 th and 20 th centuries.
B. Cognitive Skills	By the end of the course the students will be able to: B.1- discuss the cultural and societal values that passed through Europe during this period through its democratic journey of scientific, political and economic thought that influenced the prosperity of European civilization. B.2- Compare between European intellectual, political, scientific and economic trends in the 19 th and 20 th centuries. B.3- relate between the various intellectual trends and their impact on European civilization. B.4- Analyze the historical and social influences of European civilization in the 19 th and 20 th centuries.
C- Professional and Practical skills	Upon completion of the course, students will be able to: C.1- show the relationship between European intellectual, political, scientific and economic trends in the 19 th and 20 th centuries.

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	C.2- produce/create a good reading method in the English language of the texts.
	C.3- Design a number of tools to analyze both cultural and literary data.
D. General Skills	By the end of the course, students will be able to: D.1- Distinguish between historical and cultural texts and various literary methods. D.2- Practice historical, cultural and linguistic reading and relate it to literature.

4- Course Contents	Topics	Week
	Existentialism and Existentialist Thought	1-2
	Absurdism: A Scholl of Thought in the 20 th Century	3-4
	Nazism and the Nazi Ideology in 20 th Century Europe	5
	Fascism and the Fascist Ideology in 20 th Century Europe	6
	First World War (1914–1919)	7
	Second World War (1939–1945)	8
	Europe after Two World Wars: Europe at Point Zero (1945)	9
	Feminism and Post-Feminism	10-11

5. Teaching and learning methods	Theoretical Lectures
6. Teaching and Learning Methods for students with Special Needs	None

7- Assessment of students:	
A- The Used Methods ⇨	Final Written Exam
B- Timing	13 th week at the end of Semester
C- Marks distribution ⇨	20 marks for Exam final

8- List of textbooks and references:	
Notes	-----
B- Text books	El-Sobky, Radwan. European Civilization in the 20 th Century, Al-Shams Printing Press, Deposit No. ٢٠١٦ / ٢٤٦٣ I.S.B.N. 97٨-٩٠-٣٧6٦٠
C-Suggested References	Baradat, Leon. <i>Political Ideologies</i>, New Jersey: Prentice-Hall, Inc., 1994. Beasley, Chris. <i>What is Feminism?</i> New York: Sage. 1999. Beevor, Antony. <i>The Second World War</i>, London: Weidenfield & Nicolson, 2012. Camus, Albert. <i>The Myth of Sisyphus and Other Essays</i>, New



York: Alfred A. Knopf, 1955.

----- ***Between Hell and Reason***, Hanover, NH: Wesleyan University Press, 1991.

----- ***Resistance, Rebellion, and Death***, New York: Alfred A. Knopf, 1961.

----- ***The Rebel: An Essay on Man in Revolt***, New York: Alfred A. Knopf, 1954.

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Collins, Ross F. ***World War I: Primary Documents on Events from 1914 to 1919***, Westport, CT: Greenwood Press, 2007.

Cott, Nancy F. *The Grounding of Modern Feminism*, New Haven: Yale UP, 1987.

Crew, David F. ***Hitler and the Nazis: A History in Documents***, Oxford: UP, 2005.

Crosby, Donald A. ***The Specter of the Absurd: Sources and Criticisms of Modern Nihilism***, 1988.

Deighton, Len. *Blood, Tears and Folly: An Objective Look at World War II*, New York: Harper Collins, 1993.

Demastes, William W. ***Theatre of Chaos: Beyond Absurdism, Into Orderly Disorder***, 2005

Esslin, Martin. *The Theatre of the Absurd*, 2009.

Flynn, Thomas R. ***Sartre and Marxist Existentialism: The Test Case of Collective Responsibility***, Chicago: UP, 1984.

Foley, Michael. ***The Age of Absurdity: Why Modern Life makes it Hard to be Happy***, 2010.

Foley, J. ***Albert Camus: From the Absurd to Revolt***, Montreal: McGill-Queen's UP, 2008.

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Gregor, A. James. ***Interpretation of Fascism***, Morristown, NJ: General Learning Press, 1974.

Griffin, Roger, ***The Nature of Fascism***, New York: St. Martin's Press, 1991.

Hall, Ronald L. ***Word and Spirit: A Kierkegaardian Critique of the Modern Age***, Bloomington: Indiana UP, 1993.

Halperin, Samuel William. ***Mussolini and Italian Fascism***, Princeton, NJ: Van

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Nostrand, 1964.

Hanna, T. *The Thought and Art of Albert Camus*, Chicago: H. Regnery Co, 1958.

Hannay, Alastair. *Kierkegaard*, London: Routledge & Kegan Paul, 1982.

Hooks, Bell. *Feminism Is for Everybody: Passionate Politics*, Cambridge, Mass. 2000.

Horne, John, ed. *A Companion to World War I*. West Sussex: Wiley-Blackwell, **New Jersey: Wiley-Blackwell 2012.**

Howells, C. *Sartre: The Necessity of Freedom*, Cambridge UP, 1988.

-----, Ed. *Cambridge Companion to Sartre*, Cambridge: UP, 1992.

Hughes, E. J. ed. *The Cambridge Companion to Camus*, Cambridge: Cambridge UP, 2007.

Humm, Maggie. *The Dictionary of Feminist Theory*, Columbus: Ohio State UP, 1995. p. 251

Kaufmann, W. *Existentialism from Dostoevsky to Sartre*, Cleveland: Meridian Books, 1968.

Kershaw, Ian. *The Nazi Dictatorship: Problems and Perspectives of Interpretation*, London: Arnold, 2000.

Krolokke, Charlotte; Sorensen, Anne Scott. "Three Waves of Feminism: From Suffragettes to Grrls", *Gender Communication Theories and Analyses: From Silence to Performance*, Sage, 2005. p. 24.

Marcel, G. *The Philosophy of Existentialism*, New York: Citadel Press, 1968.

McBride, William Leon. Ed. *Sartre and Existentialism*, 8 vols. New York: Garland, 1997.

Pattison, George. *Kierkegaard: The Aesthetic and the Religious*, London: Macmillan, 1992.

Payne, Stanley. *Fascism*, Wisconsin: The University of Wisconsin Press, 1980.

Perkins, Robert L. *The Sickness Unto Death*, International Kierkegaard commentary, 19. Macon, Ga: Mercer University Press, 1987.

Sagi, **Abraham**. *Albert Camus and the Philosophy of the Absurd*, Amsterdam: Rodopi, 2002.

Stokes, Patrick. *Kierkegaard's Mirrors: Interest, Self, and Moral Vision*, London: Palgrave, 2010.

Walters, Margaret. *Feminism: A very short introduction*, Oxford University, 2005. pp. 1-176.

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Woolf, S. J. *Fascism in Europe*, London & New York: Methuen, 1968.

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D- Periodicals and Bulletins etc	None
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Instructor: Dr. Radwan Gabr El-Sobky

Dept. Head: Dr. Hoda Solieman

Programme Director: Dr. Sara Eldaly

Sara Eldaly

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Form (10)
Cours Specification

1. Course Data

Course Code: EN 422	Course Title: Novel in the 19 th and 20 th centuries	Year/Level: fourth Year
Specialization: English Language and Literature	Contact Hours: Lectur <input type="text" value="4"/>	Practical sess <input type="text"/>

2. Course Objectives

The course aims at enabling students to:

- (A) Develop a strong understanding of the 20th century literature and ethnic literature
- (B) Learn to apply the 20th century theoretical and critical literary approaches to the novel
- (C) Develop the skill of analyzing the novel in the framework of the ethnic literature and the political and social issues of the 20th century to enrich students' research and analytical skills

3. Course Intended Learning Outcomes

A. Knowledge and understanding

By the end of the course the students will be able to:

- A (1) explain the concept of fragmentation
- A (2) describe the technique of storytelling
- A (3) explain the technique of stream of consciousness
- A (4) show the dialogic nature of the novel
- A (4) describe the biography of the writer
- A (5) show the aspects of the novel: plot, themes, symbols, characters, setting

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B. Cognitive Skills	<p>By the end of the course the students will have developed the ability to:</p> <p>B (1) Analyze the ideas of the novel critically</p> <p>B (2) Analyze the aspects of the novel</p> <p>B (3) Recognize the differences among cultures</p>																						
C. Professional/ Practical Skills	<p>Upon completion of the course, students will be able to:</p> <p>C (1) Use a critical analysis to the novel</p> <p>C (2) Analyze a research paper depends on collecting and analyzing data</p> <p>C (3) Use the critical approaches in analyzing the novel</p>																						
D. General Skills	<p>By the end of the course, students will have developed the skills of:</p> <p>D (1) communicating with others collaboratively</p> <p>D (2) Searching online for information and authentic texts</p> <p>D (3) Introducing priorities for their learning</p>																						
4. Course Content	<table border="1"> <thead> <tr> <th>List of topics</th><th>Week</th></tr> </thead> <tbody> <tr> <td>1. Author's Age and background</td><td>1</td></tr> <tr> <td>2. Introduction to the novel</td><td>2</td></tr> <tr> <td>3. A Critique of the Plot Delineation</td><td>3</td></tr> <tr> <td>4. Characterization</td><td>4-5</td></tr> <tr> <td>5. A Thematic approach to the set novels</td><td>6-7</td></tr> <tr> <td>6. Mid-term exam</td><td>8</td></tr> <tr> <td>7. A Study of the Symbol and motifs</td><td>9</td></tr> <tr> <td>8. Critical essays of the novel</td><td>10-11</td></tr> <tr> <td>9. Critical analysis on the novel</td><td>12-13</td></tr> <tr> <td>10. A Study of selected Quotations from the text</td><td>14</td></tr> </tbody> </table>	List of topics	Week	1. Author's Age and background	1	2. Introduction to the novel	2	3. A Critique of the Plot Delineation	3	4. Characterization	4-5	5. A Thematic approach to the set novels	6-7	6. Mid-term exam	8	7. A Study of the Symbol and motifs	9	8. Critical essays of the novel	10-11	9. Critical analysis on the novel	12-13	10. A Study of selected Quotations from the text	14
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9. Critical analysis on the novel	12-13																						
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5. Teaching and Learning Methods	Class discussions Lectures Team work Self-learning
6. Teaching and Learning Methods for students with Special Needs To be suggested.	
7. Assessment	
A. Method	Mid-term exam Final written exam
B. Date	Week 7 Set by the Faculty Council
C. Mark Distribution	5 15
8. Textbook and references	
A. Notes	-----
B. Textbooks	Novels studied will be chosen from novels written by 19 th and 20 th Century novelists either British or American. For Example: the works of: Heller, Lee, Orwell, Huxley, Ellison, Mitchell, Morrison, Golding, Conrad, Hemingway, Miller, Fitzgerald, Salinger, Steinbeck, Nabokov and others.



C. References	<ul style="list-style-type: none">• Davies, Marion Wynne, ed. <i>The Bloomsbury Guide to English Literature</i>. New York: Prentice Hall, 1990.• Drabble, Margaret, ed. <i>The Oxford Companion to English Literature</i>. Oxford: Oxford University Press, 1996.• Lodge, David. <i>The Modes of Modern Writing: Metaphor, Metonymy, and Typology of Modern Literature</i>. London: Edward Arnold, 1977.• Williams, Raymond. <i>The English Novel from Dickens to Lawrence</i>. New York: Oxford University Press, 1991.
D. Periodicals, Bulletins, etc.	-----

Instructors: Dr. Omneya Hashla

Dept. Head: Dr. Hoda Soleiman

Programme Director: Dr. Sara Eldaly



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Form (10)
Course Specification

1. Course Data

Course Code: EN 121	Course Title: History of English literature	Year/Level: First Year	
Specialization: English Language and Literature	Contact Hours: lectures	3	1
	Practical sessions:		

2. Course Objectives

The course aims at enabling students to:

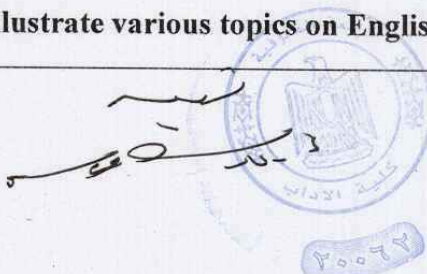
- (A) Develop a strong understanding of the main strategies of the history of English literature.
- (B) Learn to apply their knowledge of the topic when writing their research papers on English Literature.
- (C) Develop the skill of editing their written research papers on the topic.

3. Course Intended Learning Outcomes

A. Knowledge and understanding

By the end of the course the students will have developed knowledge of the following:

- A (1) Demonstrate the rules of understanding of English literature
- A (2) Explain processes of their experience in the field of English literature
- A (3) Illustrate various topics on English literature





B. Cognitive Skills	<p>By the end of the course the students will have developed the ability to:</p> <p>B (1) Analyze the structure of certain eras of English literature</p> <p>B (2) Discuss the different stages and writers of English literature</p> <p>B (3) Create the relationship between the sources and references on the history of English literature</p> <p>B (4) Indicate the various forms of some intended references in the field of English literature</p>
C. Professional/ Practical Skills	<p>Upon completion of the course, students will be able to:</p> <p>C (1) Produce well-structured written list of Works of English literature</p> <p>C (2) Design written texts in accepted forms on certain English writers</p> <p>C (3) Use the accurate terminology in documenting texts in English</p>
D. General Skills	<p>By the end of the course, students will have developed the skills of:</p> <p>D (1) collaborate with others in writing research papers on topics of English literature</p> <p>D (2) Self-learning for information on works and writers of English literature</p> <p>D (3) Show priorities for their learning the process of documenting their written research papers</p>





4. Course Content	Week	List of topics
	1	Introduction to the History of England and English
	2	Scrutinizing different stages of English Literature
	3-4	Reading about works related to the early stages of Old English Literature.
	5-6	Studying some works related to the Middle English period (Chaucer and his contemporaries)
	7-8	More reading of works related to the Middle English period
	9	More Practice reading of works related to Elizabethan Age and Shakespeare.
	10-11	More Practice reading on topics related to the literature of the Victorian Age.
	12	Discussion of the topics related to the 20 th Century Literature
	13	More Discussion and reviewing samples of literature related to the 21 st century literature
5. Teaching and Learning Methods	Class discussions Pair-work (in the practical sessions) Assignments (for the practical sessions) Writing research papers	



6. Teaching and Learning Methods for students with Special Needs

To be suggested.

7. Assessment

A. Method		Final written exam
B. Date	Week 13	Set by the Faculty Council
C. Mark Distribution		20

8. Textbook and references

A history of English literature: An Introduction

A. Notes	-----
B. Textbooks	A History of English Literature: An Introduction
C. References	<ul style="list-style-type: none">• Drabble, Margaret, ed. (1996), <i>The Oxford Companion to English Literature</i>, Oxford: Oxford University Press.• Fulk, RD; Cain, Christopher M (2003), <i>A History of Old English Literature</i>, Malden: Blackwell.• Davies, Marion Wynne, ed. (1990), <i>The Bloomsbury Guide to English Literature</i>, New York: Prentice Hall.
D. Periodicals, Bulletins, etc.	-----

Instructors:

Dr. Abdel-Moneim Habib

Dept. Head:

Dr. Hoda Soleiman

Programme Director : Dr. Sara Eldaly

Sara Eldaly

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Form (10)
Course Specification

1. Course Data

Course Code: EN214	Course Title: introduction to criticism	Year/Level: second year
Specialization: English Language and Literature	Contact Hours: Lectures <input type="text" value="3"/>	Practical sessions <input type="text"/>

2. Course Aim

This course aims at:

Understanding the meaning of literature and literary criticism

Explaining the major elements of the literary text

Explaining models of the critical movements from the classical criticism to the modern

Distinguishing between the meaning of literature and criticism, elements of the literary text, and the critical movements from the classical to the modern criticism

Writing essays on the meaning of literature, criticism, elements of the literary text, and models of the critical movement from the classical to the modern criticism

3. Course Intended Learning Outcomes

A.
Knowledge
and
understandin
g

By the end of the course the students will have developed knowledge of the following:

A (1) Demonstrate the meaning of literature, criticism, elements of the literary text, and models of the critical movement from the classical to the modern criticism

A (2) Explain the meaning of literature, criticism, elements of the literary text, and the critical movement from the classical to the modern criticism

A (3) Summarize essays about the meaning of literature, criticism, elements of the literary text, and models of the critical movement from the classical to the modern criticism





B. Cognitive Skills	<p>By the end of the course the students will have developed the skills of:</p> <p>B (1) Compare between the meaning of literature and criticism, elements of the literary text, and models of the critical movement from the classical to the modern criticism</p> <p>B (2) Indicate the differences between the meaning of literature and criticism, elements of the literary text, and models of the critical movement from the classical to the modern criticism</p> <p>B (3) Show conclusion about the previous concepts in several essays</p>
C. Professional/ Practical Skills	<p>Upon completion of the course, students should be able to:</p> <p>C (1) Use the meaning of literature and criticism, elements of the literary text, and the critical movement from the classical to the modern criticism</p> <p>C (2) Demonstrate her\his analysis of the previous concepts.</p> <p>C (3) Design a weekly essay on every topic.</p>
D. General Skills	<p>By the end of the course, students will have developed the skills of:</p> <p>D (1) Display the meaning of literature and criticism, elements of the literary text, and the critical movement from the classical to the modern criticism</p> <p>D (2) Collaborate with others in order to write the weekly essays</p> <p>D (3) Communicate other students and make teams in order to distinguish between the previous concepts</p>





4.
Course
Content

Topics	Week
1. Defining Literature and Literary Criticism	1
2. Concept of Literary Theory	2
3. Platonic Criticism	3
4. Aristotelian Criticism	4
5. John Dryden (17th century Criticism)	5
6. Alexander Pope, Samuel Johnson and Joseph Addison: Three Neo-Classical Critics (18th century Criticism)	6-7
7. Eighteenth-Century Theories of Aesthetic Criticism <ul style="list-style-type: none"> • Anthony Ashley Cooper Earl of Shaftesbury • Francis Hutcheson • Thomas Reid • Edmund Burke 	8-9
8. Mathew Arnold (19th century criticism)	10
9. Defining some of the Major Critical literary Terms	11-12
• Plot	• Imagery
• Setting	• Irony
• Characterization	• Mood
• Theme	• Satire
• Symbol	• Climax
• Tone and Style	• Motif
• Allegory	• Paradox
• Flashback	• Point of View

5.
Teaching
and
Learning
Methods

Lectures-discussion

6. Teaching and Learning Methods for students with Special Needs

Suggested methods:

Office hours and specially designed assignments

Extra hours by teaching assistants



7. Assessment

A. Method		Final written exam
B. Date		Set by the Faculty Council
C. Mark Distribution		20

8. Textbook and references

A. Notes	Course pack prepared by the course instructor
B. Textbooks	





C. neoclassical Literary Criticism , By Radwan El-Sobky, Al-Shams Printing Press, 2013 Renaissance and
Reference deposit No. 2013/16589 I.S.B.N. 978-977-90-0911-7
s

Abrams, M.H. *A Glossary of Literary Terms*. 7th ed. Fort Worth: Harcourt Brace College Publishers, 1999.

Adams, Hazard, ed. *Critical Theory Since Plato*. New York: Harcourt Brace Jovanovich, 1971.

Bertens, Hans. *Literary Theory: The Basics*. London and New York: Routledge, 2001

Abrams, M.H. *A Glossary of Literary Terms*. 7th ed. Fort Worth: Harcourt Brace College Publishers, 1999.

Adams, Hazard, ed. *Critical Theory Since Plato*. New York: Harcourt Brace Jovanovich, 1971.

Bertens, Hans. *Literary Theory: The Basics*. London and New York: Routledge, 2001

Bressler, Charles E. *Literary Criticism: An Introduction to Theory and Practice*. 3rd Ed. Upper Saddle River, NJ: Prentice Hall, 2003.

Habib, M.A.R. *A History of Literary Criticism: From Plato to the Present*. Blackwell, 2005.

Buxton, John, *Sir Philip Sidney and the English Renaissance*, 3rd edn (London: Macmillan, 1987)

Kay, Dennis, ed., *Sir Philip Sidney: An Anthology of Modern Criticism* (Oxford: Clarendon Press, 1987)

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Pechter, E. *Dryden's Classical Theory of Literature*. (Cambridge University Press, 1975).

Hazlitt, William. *Dryden and Pope. Lectures on the English Poets*. 1818. Collected Works. Ed.

Waller, A. R. and Glover, Arnold, 1902-6. (Vol. V, pp. 68-85.)

Mead, W. E. *The Versification of Pope in its relation to the 17th century*. Leipzig, 1889. (Diss.)

Minto, William. *Pope. Encyclopedia Britannica*, 11th edn, XXII (1911).

Aikin, Lucy. *The Life of Joseph Addison*. (Carey and Hart, 1843).

Courthope, W.J. *Joseph Addison*. (Harper & Brothers, 1884).

Lannering, Jan. *Studies in the Prose Style of Joseph Addison*. (Harvard University Press, 1951).

Bate, Walter Jackson (1977), *Samuel Johnson*, New York: Harcourt Brace Jovanovich.

Bate, Walter Jackson (1955), *The Achievement of Samuel Johnson*, Oxford: Oxford University Press.

Lane, Margaret (1975), *Samuel Johnson & his World*, New York: Harper & Row Publishers.

Wain, John (1974), *Samuel Johnson*, New York: Viking Press.

1. Alison, A., 1911, *Essays on the Nature and Principles of Taste*, Edinburgh: Bell and Bradfute.

2. Burke, E., 1998, *A Philosophical Enquiry into the Origin of our Ideas of the Sublime and the Beautiful*, A. Phillips (ed.), Oxford: Oxford University Press.

3. Gilpin, W. 1994, *Three Essays: On Picturesque Beauty; on Picturesque Travel; and on Sketching Landscape*, London.



D.
Periodical
s,
Bulletins,
Online
resources,
etc.

Instructor:

Dr Radwan El-Sobky
Dr Dina Helmy

Dept. Head:

Dr. Hoda Soliman

Programme Director:

Dr. Sara El Daly





Form (10)
Course Specification

1. Course Data

Course Code: EN 424	Course Title: American Literature in the 20 th Century	Year/Level: Fourth Year
Specialization: English Language and Literature	Contact Hours: Lectures 2	Practical sessions 0

2. Course Objectives

The course aims at enabling students to:

- (A) Develop a strong understanding of the main trends of standard American literature.
- (B) Learn to apply their knowledge in both written and oral communication on the topic.
- (C) Develop the skill of editing their own written texts and monitor spoken performance.

3. Course Intended Learning Outcomes

A. Knowledge and understanding	By the end of the course the students will have developed knowledge of the following: A (1) <i>describe the branches</i> of the American literature A (2) describe close hand samples of the plays, novels and poetry By American writers of the twentieth century A (3) illustrate between the various trends of American forms of letters
B. Cognitive Skills	By the end of the course the students will have developed the ability to: B (1) Analyze the hierarchical structure of the 2th century American literature B (2) use the contexts of various forms of American literature B (3) use the relationship between the various genres of American Literature B (4) Analyze the forms and genres of American literature






C. Professional/ Practical Skills	Upon completion of the course, students will be able to: C (1)use well-structured oral and written texts of various types in English on American works of art C (2) distinguish their written critical texts C (3) Use the accurate terminology in conducting their analysis																					
D. General Skills	By the end of the course, students will have developed the skills of: D (1) communicating with others collaboratively D (2) comunicating online for information and texts on American literature D (3) expressing priorities for their learning																					
4. Course Content	<table><tr><th>Week</th><th>List of topics</th></tr><tr><td>1</td><td>1. General Introduction to 20th Century American history and literature</td></tr><tr><td>2</td><td>2. Introducing one of the plays by a 20th century American playwright (Eugene O'Neill)</td></tr><tr><td>3-4</td><td>3. A reading of the O'Neill Play</td></tr><tr><td>5-6</td><td>4. Introducing a novel or a novella by a 20th century American novelist (Ernest Hemingway)</td></tr><tr><td>7-8</td><td>5. A Reading of the novel by Hemingway (The Old Man and the Sea)</td></tr><tr><td>9</td><td>6. More Reading of the Hemingway novel</td></tr><tr><td>10-11</td><td>7. Introducing some American poets of the 20th century 8. A Reading of some poems by Emily Dickinson</td></tr><tr><td>12</td><td>9. Studying some poems by Robert Frost</td></tr><tr><td>13</td><td>10.A Reading of some poems by Amiri Baraka and Maya Angelou</td></tr></table>		Week	List of topics	1	1. General Introduction to 20 th Century American history and literature	2	2. Introducing one of the plays by a 20 th century American playwright (Eugene O'Neill)	3-4	3. A reading of the O'Neill Play	5-6	4. Introducing a novel or a novella by a 20 th century American novelist (Ernest Hemingway)	7-8	5. A Reading of the novel by Hemingway (The Old Man and the Sea)	9	6. More Reading of the Hemingway novel	10-11	7. Introducing some American poets of the 20 th century 8. A Reading of some poems by Emily Dickinson	12	9. Studying some poems by Robert Frost	13	10.A Reading of some poems by Amiri Baraka and Maya Angelou
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5. Teaching and Learning Methods	Showing videos on the related plays and novels Class discussions Pair-work (in the practical sessions) Assignments (for the practical sessions)	
6. Teaching and Learning Methods for students with Special Needs To be suggested.		
7. Assessment		
A. Method		Final written exam
B. Date	Week 13	Set by the Faculty Council
C. Mark Distribution	5	15
8. Textbook and references		
A. Notes	-----	
B. Textbooks	<ul style="list-style-type: none">Gray, Richard (2011). A History of American Literature. Malden: Wiley-Blackwell.	
C. References	<ul style="list-style-type: none">Müller, Timo (2017). Handbook of the American Novel of the Twentieth and Twenty-First Centuries. Boston: de Gruyter.Moore, Michelle E. (2019). Chicago and the Making of American Modernism: Cather, Hemingway, Faulkner, and Fitzgerald in Conflict. New York and London: Bloomsbury Academic.	
D. Periodicals, Bulletins, etc.	-----	

Instructors:

Dept. Head:

Programme Director:

Dr. Abdel-Moneim Habib

Dr. Hoda Soleiman

Dr. Sara Eldaly



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Form (10)
Course Specification

1. Course Data

Course Code: EN 427	Course Title: Comparative Literature	Year/Level: Fourth Year
Specialization: English Language and Literature	Contact Hours: Lectures <input type="text" value="2"/> Practical sess <input type="text" value="-"/>	

2. Course Objectives

The course aims at enabling students to:

- 1-Develop a strong understanding of definition ,theory , and schools of Comparative literature
- 2-Learn more about comparative literature through studying two literary works , belong to two different cultures and written in two different languages.
- 3-Develop the skill of understanding and analyzing these two literary works, adaptaion , appropriation.

3. Course Intended Learning Outcomes

A. Knowledge and understanding

By the end of the course the students will have developed knowledge of the following:

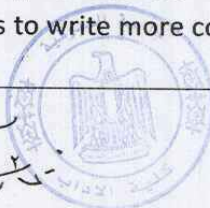
- A1 - explain the characteristics of two different literary works
- A 2- describe students to be aware of cultural differences.
- A 3- indicate the literary taste and the cultural effects





B. Cognitive Skills	<p>By the end of the course the students will be able to:</p> <p>B 1 - use students' reading and analytical skills by encouraging a close reading and Ability to understand the relation of the literary and social context to the modes of expression. understanding of individual plays:</p> <p>B 2- prove the ability to think critically and analytically</p> <p>B 3-. prove the ability to use literary and academic English compare and perceive ideas from different perspectives related to time and place.</p> <p>B 4- prove the ability to understand the reception of writing literature with the cultural milieu.</p> <p>B 5- analyze ideas from different perspectives related to culture.</p> <p>B 6- analyze the reception of comparative literature</p> <p>B 7- Analyze and do research and to make use of information from primary and secondary sources in support of a valid thesis and argument</p>
C. Professional/ Practical Skills	<p>Upon completion of the course, students will be able to:</p> <p>C (1) use a critical analysis on two literary works.</p> <p>C (2) distinguish carefully how culture affects writing literature</p> <p>C (3) Use the literary analysis to write a comparative study.</p>
D. General Skills	<p>By the end of the course, students will have developed the skills of:</p> <p>D (1) communicating with others collaboratively.</p> <p>D (2) communicating online for information and more comparative studies</p> <p>D(3) expressing priorities for their learning to develop students' abilities to write more comparative studies</p>

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4. Course Content		
	List of topics	Week
	1. Definition of general, comparative, and national literature	1
	2. How comparative literature came into being- travel literature	2
	3. Schools of comparative literature, adaptation, and appropriation.	3
	4. Yusif Idris and western drama	4
	5. Yusif Idris and western drama	5
	6. Shakespeare's Merry wives of Windsor and Enani's Merry wives	6
	7. Shakespeare's Merry wives of Windsor and Enani's Merry wives	7-8
	8. J.B. Priestly and Mahfouz Abdelrahman	9
5. Teaching and Learning Methods	9. J.B. Priestly and Mahfouz Abdelrahman	10-11
	10. J.B. Priestly and Mahfouz Abdelrahman	12-13
6. Teaching and Learning Methods for students with Special Needs To be suggested.		
7. Assessment		
A. Method		Final written exam



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B. Date	Week 13	Set by the Faculty Council
C. Mark Distribution	-----	20
8. Textbook and references		
A. Notes	A book that include: 1- An introduction to Comparative literature and the topics to be covered	
B. Textbooks	BASSNET, susan. Comparative Literature, Cambridge University Press, Cambridge, 1993. Sanders, Julie. <i>Adaptation and Appropriation</i> , International Ltd, Padstow, Cornwall, Great Britian, 2006. Shakespeare, William. <i>Merry Wives of Windsor</i> , Cambridge University Press, Cambridge, England, 1597. Uhry, Alfred. Cited in Hutcheon, Linda and O'Flynn, Siobhan. <i>A Theory of Adaptation</i> . Second Edition,	



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C. References

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- Burroughs, William S. Screenwriting and Potentials of cinema. 1991. In Cohen 1991, Pp.53-86.
- Clark, Sandra. *The Merry Wives of Windsor Essay*. Study Guide, Critical Essays, Vol.3, 1987.
- Cohen, Keith, ed. *Writing in a film age: Essays by contemporary novelists*. Niwot, CO: University Press of Colorado. 1991.
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- Gajowoski, Evelyn and Rackin, Phyllis. *The Merry Wives of Windsor, New Critical Essays*. Routledge, London.2015.
- Gilbert, Allan. "The Merry Wives of Windsor." In *The Principles and Practice of Criticism : Othello, The Merry Wives, Hamlet*,pp.67-93. Detroit: Wayne State University Press, 1959.
- Hutcheon, Linda and O'Flynn, Siobhan. *A Theory of Adaptation*. Second Edition, Routledge, Taylor & Francis Group, London And New York, 2013.
- Jackson, Russell. Reviewed Kavanough, Rachel, Royal Shakespeare Company Production of the *Merry Wives of Windsor* and notes its Post World War 11 setting, 2003.
- Maurice Morgan, Esquire. *The Dramatic Characters of Sir John Falstaff, 1777*.Cited in Gilbert, Allan. "The Merry Wives of Windsor." In *The Principles and Practice of Criticism : Othello, The Merry Wives, Hamlet*,pp.67-93. Detroit: Wayne State University Press, 1959.

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D. Periodicals,
Bulletins, etc.

Instructors:

Dr. Hoda Soliman

Programme Director :

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Dr. Sara Eldaly

Dept. Head



