

Licence en Anglais

Descriptifs des Enseignements

Première Année

General Description:

- **Level of Instruction:** First year Licence Fondamentale et licence Appliquée
- **Module:** Langue 1 and langue 3 (U.E.F): Semester 1 & 2
- **Subject:** Reading and Writing
- **Coordinator:** Salma Skik

Course Objectives:

The course introduces first year students to academic reading and writing. It aims to develop students' awareness of the relationship between reading and writing in academic studies. It also aims to help students develop effective reading and writing strategies by inviting them to examine their own reading and writing strategies and experiment with and learn more effective ones. The readings will also serve as source materials and writing models that will help students develop genre awareness. The writing course aims in particular to help students write effective texts that mostly reflect the writing genres they need to write in content subjects.

Methodology:

The course follows a content-based approach and a genre-based approach to the teaching of reading and writing. The reading course is built around themes that students read about, discuss, and write about. Writing instruction is based on the study of the writing genres that students mostly need to write during their academic studies. Instruction is mainly learner-centered. Students are invited to be active participants in the learning process by contributing their own ideas and views to the information given by the teacher. They are encouraged to collaborate with their peers by working in pairs and groups, do oral presentations, and conduct mini-projects outside class.

Learning Outcomes:

By the end of the course students will:

- Be able to use reading strategies that will help them read an academic text efficiently and critically;
- Be able to understand the relationship between reading and writing in academic studies;
- Develop an awareness of text organization and genre expectations;
- Be able to summarize texts and paraphrase authors' ideas;
- Will be able to synthesize information from more than one source;
- Master the basics of academic writing;
- Develop audience awareness in academic writing;
- Be able to write effective paragraphs of different genres;
- Be able to write short expository essays;
- Be able to write short argumentative essays.

Assessment:

- | Régime Mixte | |
|--|-----|
| • Oral: | 10% |
| • Classroom written test (1 hour) | 20% |
| • An end of term reading exam and a writing exam (3 hours with the grammar exam) | 70% |

General Description:

- **Level of Instruction:** 1st Year
- **Module:** Langue 2 / Langue 4
- **Subject:** Translation
- **Coordinator:** Fadhel El Chahed

Course Description:

This course aims to introduce first-year English Students to the discipline of translation. It is designed to equip them with the necessary tools of bilingual translation, academic composition and literary expression both in English and in Arabic. The translation lesson also brings to focus essential language rules associated with grammar and vocabulary, thus enhancing the learners' knowledge and putting their expertise into practical testing.

The texts used for translation can be selected from a variety of sources, although priority is given to literary prose excerpts from novels and short stories.

Learning Outcomes:

The translation tutorial is not only about rendering texts, but also invokes multiple skills such as reading, speaking, active participation, debating and critical thinking. It is not merely about dictating answers, but is also and more importantly about motivation and creativity. Active students may bring about felicitous translations and produce adequate suggestions to be taken as final answers.

By the end of the programme, the students are expected to have acquired a good command of English and Arabic grammatical rules, to differentiate between tenses in Arabic and in English and to make accurate transfer of vocabulary from source language to Target language.

Outline:Fundamentals of Grammar and Translation

- 1- Shift of Tense in Arabic-into-English Translation

- 2- Using the Frequentative Form (used to/would) in translation
- 3- Using Adverbials: “As Soon As”, “No Sooner than”, “Scarcely”
“Hardly”
- 4- Using the Passive Voice in Translation
- 5- Using Neither/nor and Inversion in Translation
- 6- Using the Conditional in Translation

Vocabulary Build-up

- 1- Collocation and correspondence in vocabulary translation
- 2- Accuracy in vocabulary usage in Translation
- 3- How to translate a character’s portrait in a text
- 4- How to Translate natural sounds and onomatopoeic words
- 5- Translating proverbs idioms and popular sayings

Assessment:

Contrôle continu

General Description:

- **Level of Instruction:** 1st Year
- **Module:** Langue 2 / Langue 4
- **Subject:** TEO
- **Coordinator:** Mohamed Hammouda

Course Objectives:

There are a number of overall aims to the course:

1. to develop students' confidence in speaking and listening.
2. to develop students' accuracy and fluency in functional English
3. to develop students' abilities in discussion and debate.
4. to develop students' ability to take notes when listening
5. to develop students' ability to pronounce English correctly.

Methodology:**Listening and speaking**

Teaching sessions will involve considerable amounts of group and pair work as well as whole class activities, which will give students a variety of interaction situations. Listening material will be used as a model for speaking practice in functional English. In developing discussion skills listening material will be used as discussion starter, and also to help students develop note-taking ability from which to then discuss and debate issues. Assignments, research and oral presentations will be linked with the subjects introduced.

Pronunciation:

Teaching sessions will involve some theory, but most of the time will be spent on students actually practicing and improving their pronunciation. A number of different exercises will be used to develop a variety of skills and to maintain students' interest.

Outline:

The course will be divided into 2 parts:

The first part will focus on developing both the receptive and productive oral skills – listening and speaking. It will involve one 2 hour TD per week. The two skills will be taught together because in real life the two skills are nearly always used together. This part of the course will focus on three main areas: developing accuracy and fluency in functional English, developing students' ability in discussion and debate, and develop note taking skills.

The second part will focus more specifically on pronunciation, and will involve a 1 hour TD per week.

The course will be very practical, aimed not primarily at theory, but at developing students' aspects of pronunciation, including individual sounds, word stress, connected speech and intonation.

Assessment:

This will be by continual assessment, and will involve a number and variety of different assessments made during the course.

General Description:

- **Level of Instruction:** 1st Year
- **Module:** Analyse et pratique du texte littéraire 1 / 2
- **Subject:** Literary Key Concepts
- **Coordinator:**

Course Objectives:

The main purpose of the course in the 1st semester is to introduce newcomers to basic Literary Key Concepts relating to narrative fiction, to drama, and to poetry (such as character, plot, theme, narrative point of view, setting; performance, speeches, décor, stage directions or *didascalia*; figures of speech, metaphor, simile, metrics, rhyme, rhythm, imagery, etc.); to explore these in more detail through the analysis of a selection of literary texts; and to help new learners to not just identify LKCs in context but also to deal with them in a relevant literary composition. In the 2nd semester, the purpose of the course is to consolidate the already acquired competences of the students; to familiarize them with new Literary Key Concepts relating to other forms, sub-genres, trends, and periods (such as the sonnet/the elegy/the ode, blank/free verse, African American poetry; realism/naturalism, romance/ gothic fiction, modernism/postmodernism/stream of consciousness; Greek tragedy, Elizabethan drama, comedy of manners, modern tragi-comedy, and the theatre of the absurd). Students are expected to analyse various literary texts with greater expertise by means of the newly acquired theoretical skills.

Methodology:

The course is based on a series of lectures and small-group tutorials. In the lectures, the students are exposed to extensive theory and information about LKCs. In the tutorials, the students take part in the analysis of literary texts under the supervision of their teacher (handouts in the form of a textbook are provided by the Faculty at the start of each semester). Students are also encouraged to practice writing and composition implementing their newly acquired theoretical knowledge of various LKCs relating to different literary genres, forms, periods, and trends.

N. B.: The textbook is prepared and updated by a praiseworthy team of competent teachers.

Learning Outcomes:

By the end of the course students are expected to show pertinent knowledge of the most frequently used Literary Key Concepts, forms, genres, sub-genres, periods, and trends; and be able to write good text analysis.

Assessment:

Students sit at least 3 exams at different periods of each semester. The overall evaluation of their skills is carried out in 3 stages: oral, written (continuous assessment tests during the semester), and then the final exam. The oral mark represents 10% of the whole grade; the written test 20%; and the final exam 70%.

N. B.: The grade 10/20 allows the student to pass the module.

General Description:

- **Level of Instruction:** 1st year
- **Module:** CCC1 / CCC2
- **Subject:** Introduction to Key Concepts
- **Coordinator:**

Course Objectives:

This course introduces students to the main topics and components of contemporary political, social, economic and cultural studies through a combination of eclectic readings related to society, political institutions and life in modern Britain (Semester one) and modern America (Semester two). It will also introduce the students to the analysis of texts from a set of primary and secondary sources. Students will learn how to use the simple method of the wh-questions + how, in order to create their own synopsis of the events and issues under study, and to develop the skills of synthesizing and proper referencing.

Methodology:

This course is twofold: It contains lectures and is therefore characterized by a teacher-centered approach with a possibility of initiating debates at the beginning of the session to introduce the main concepts. It also contains tutorials in which the students will be required to deal with texts about the topics they examine during the lectures.

Learning Outcomes:

This course offers first year students of English an interdisciplinary, historically-based description of cultural concepts. Students will become aware of the multiple definitions of the term “culture”, the variety of world cultures, and the various civilizations whose structures have always brought about the interaction and the flow of goods, people and ideas. Students will recognize how diversity affects the development of culture, and understand their own culture better in an international context and global community. Topics involve Immigration, culture, civilization, identity, the media and politics.

Assessment:

Mid-term exam accounting for 30%
Final exam accounting for 70%

General Description:

- **Level of Instruction:** 1st year
- **Module:** UEF141
- **Subject:** Introduction to US culture
- **Coordinator:**

Course Description

At its heart, American Studies tries to answer two central questions about American history, culture, and identity: what is America and who are Americans? This course offers first year students of English a description of cultural and civilizational concepts and perspectives. The course also introduces students to the main topics and components of contemporary political, social, economic and cultural studies through a combination of eclectic readings related to US culture.

Course Objectives

At the successful completion of this course, the students will

1. become more familiar with key concept in cultural studies
2. acquire the methodical skills and factual knowledge necessary to deal with US culture studies.
3. appreciate the key values on which U.S. culture was founded
4. understand American ideas and values in their context.

Methodology:

This course is twofold: It contains lectures and is therefore characterized by a teacher-centered approach with a possibility of initiating debates at the beginning of the session to introduce the main concepts. It also contains tutorials in which the students will be required to deal with texts about the topics they examine during the lectures.

Learning Outcomes:

This course offers first year students of English an interdisciplinary, historically-based description of cultural concepts. Students will become aware of the multiple definitions of the term “culture”, the variety of world cultures, and the various civilizations whose structures have always brought about the interaction and the flow of goods, people and ideas. Students will recognize how diversity affects the development of culture, and understand their own culture better in an international context and global community. Topics involve Immigration, culture, civilization, identity, the media and politics.

Assessment:

Mid-term exam accounting for 30%
Final exam accounting for 70%

General Description:

- **Level of Instruction:** 1st Year
- **Module:** CCC1
- **Subject:** TA
- **Coordinator:**

Course Objectives:

The text analysis course runs alongside the key concepts lecture and TD and pays particular attention on the developing skills that students can use to do systematic analysis of textual data in civilizational studies. The major focus of the course is on British history, culture, politics and media but also covers a broader range of topics to enhance students understanding of another culture. The course equips students with analytical tools and introduces them to a variety of approaches to, and techniques for, analyzing written texts which will allow them to develop further existing skills and acquire new skills in textual analysis, criticism...

Methodology:

Students are required to attend each class consistently and participate actively in class discussion. They will be taught the necessary skills to critically analyze texts and will be encouraged to comment upon the readings, relate them to the broader themes in the course and come out with effective thorough analysis. Therefore, they will be involved in discussion of the various topics in order to deepen their critical awareness of the issues raised by the texts. Although the teacher will train the students in how to analyze texts they are asked to find their own texts and give oral analysis presentation.

Outline:

The selected topics are pertinent to British cultural studies and raise issues that are central to the developing nature of the British society. Each topic will developed over two weeks to give students the opportunities to read and analyze their own texts after each topic has been introduced. The five topics that will be tackled are:

1. Immigration and diversity
2. Regionalism
3. Class and social division
4. The media, technology and the internet
5. Democracy

Assessment:

Mid-term exam accounting for 30%
Final exam accounting for 70%

General Description:

- **Level of Instruction:** 1st Year
- **Module:** CCC2
- **Subject:** TA
- **Coordinator:**

Course Objectives:

The textual analysis course runs alongside the key concepts Lecture and TD in the first year and focuses on the specific skill of being able to analyze civilizational texts. The subject matter complements that covered in the Key Concepts course and covers a broader range of topics to enhance students' understanding of **American culture**. The booklet contains a number of texts, as well as handouts concerning the technique of analyzing texts and useful vocabulary to include in an analysis.

The primary objective is to train students to analyze texts and participate through presentation and discussion around the various topics. Hence, the course is designed to be very participative in order to deepen the students' critical awareness of the issues raised by the texts.

Outline:**Course Content**

The four topics are:

- 1- Mass Media
- 2- Religion
- 3- The American Creed
- 4- The American Dream

Assessment:

Mid-term exam accounting for 30%
Final exam accounting for 70%

General Description:

- **Level of Instruction:** 1st Year
- **Module:** Transversale 1 / Transversale 2
- **Subject:** Méthodologie et ICT 1 / Méthodologie et ICT 2
- **Coordinator:** Sameh Ben Abdeljelil

Course Description:

Premier Semestre

Domaine D1 : Travailler dans un environnement numérique évolutif

Compétence D1.1 : Organiser un espace de travail complexe

Aptitudes

- ✓ Configurer son environnement de travail local et distant
- ✓ Organiser ses données et être capable de les retrouver et d'y accéder

Savoirs

- ✓ Connaître le principe de localisation physique des ressources locales et distantes et l'impact quant à leur disponibilité
- ✓ Connaître les principes d'organisation des fichiers et les modalités d'utilisation qui en découlent

Compétence D1.2 : Sécuriser son espace de travail local et distant

Aptitudes

- ✓ Qualifier le niveau de risque de ses actions potentielles
- ✓ Ajuster le niveau de protection de son ordinateur et de ses données
- ✓ Adopter une démarche adaptée en cas de suspicion d'attaque

Savoirs

- ✓ Connaître les principales attaques informatiques portant préjudice à l'intégrité des données et à la disponibilité de l'ordinateur et de son système
- ✓ Connaître la nature des risques de ces attaques pour le système et les données
- ✓ Connaître les dispositifs permettant de remédier à ces attaques

Compétence D1.3 Tenir compte des enjeux de l'interopérabilité

Aptitudes

- ✓ Choisir le format adapté dans un contexte donné
- ✓ Convertir un fichier dans un format donné
- ✓ Choisir le logiciel adapté pour lire un fichier en fonction de son format

Savoirs

- ✓ Connaître l'utilité des standards et des normes

- ✓ Connaître les principaux formats et leurs différences
- ✓ Connaître les contraintes liées au choix d'un format

Compétence D1.4 Pérenniser ses données

Aptitudes

- ✓ Conserver les traces de modifications successives de ses propres fichiers
- ✓ Sauvegarder à court et à long terme
- ✓ Changer (ou renouveler) le support et le format si nécessaire

Savoirs

- ✓ Connaître les risques de perte de données et d'obsolescence du format ou du support physique
- ✓ Connaître les méthodologies de sauvegarde
- ✓ Connaître les caractéristiques d'usage des différents types de supports de données

Domaine D2 : Être responsable à l'ère du numérique

Compétence D2.1 Maîtriser son identité numérique privée, institutionnelle et professionnelle

Aptitudes

- ✓ Créer et distinguer ses différentes identités numériques
- ✓ Se présenter dans un environnement numérique en sélectionnant une identité numérique adaptée pour accéder aux services qui requièrent une identification
- ✓ Mettre en œuvre les bonnes pratiques permettant de garder la maîtrise de son identité numérique notamment en protégeant ses informations privées

Savoirs

- ✓ Connaître la notion d'identité numérique et son périmètre d'utilisation
- ✓ Connaître la notion de profil d'utilisateur, les informations qu'il peut regrouper et les risques d'agrégation d'informations personnelles par les services ou applications
- ✓ Connaître ses droits en matière de protection de son identité numérique et les conséquences de l'usurpation d'identité

Compétence D2.2 Veiller à la protection de la vie privée et des données à caractère personnel

Aptitudes

- ✓ Tenir compte des informations et avertissements à l'usager lors de la collecte de données relevant de la vie privée par un service numérique
- ✓ Faire valoir les droits d'accès, de rectification ou d'opposition aux données personnelles
- ✓ Identifier les obligations liées à la détention de données personnelles et à leurs traitements

- ✓ Distinguer les communications publiques ou privées et en tenir compte

Savoirs

- ✓ Connaître les principes de la loi dans le domaine de l'informatique et des libertés notamment ceux relatifs à la détention de données à caractère personnel
- ✓ Connaître les obligations et dérogations liées aux traitements et stockages de données à caractère personnel et les risques d'utilisation abusives de telles données
- ✓ Connaître le droit protégeant la confidentialité des informations et le secret de la correspondance

Compétence D2.3 Être responsable face aux réglementations concernant l'utilisation de ressources numériques

Aptitudes

- ✓ Utiliser des ressources dans le respect du droit d'auteur, notamment distinguer les téléchargements légaux et illégaux
- ✓ Différencier les types de licences en usage dans le monde numérique

Savoirs

- ✓ Connaître le droit positif s'agissant des principes des droits d'auteur et voisins et leur application au téléchargement y compris les principales exceptions au droit d'auteur
- ✓ Connaître les principes du droit associé aux contrats de licences

Compétence D2.4 Adopter les règles en vigueur et se conformer au bon usage du numérique

Aptitudes

- ✓ Tenir compte des obligations du règlement intérieur, et des règles de comportement et d'usage énoncées au travers de chartes, de conditions d'utilisation d'un service ou d'un logiciel
- ✓ Adopter un niveau de langage adapté à la situation de communication
- ✓ Éviter de propager des informations erronées voire néfastes
- ✓ Tenir compte de l'accessibilité aux handicapés dans les publications numériques

Savoirs

- ✓ Connaître la Nétiquette
- ✓ Connaître le rôle des chartes d'utilisation ou règlements intérieurs applicables
- ✓ Connaître la notion de pourriel et de canular
- ✓ Connaître les principales recommandations et principes liés à l'accessibilité des informations numériques

Deuxième Semestre

Domaine D3 : Produire, traiter, exploiter et diffuser des documents numériques

Compétence D3.1 Structurer et mettre en forme un document

Aptitudes

- ✓ Construire une structure de document hiérarchique
- ✓ Construire une structure de document hypertexte
- ✓ Automatiser la mise en forme d'un document numérique, en exploitant au mieux les fonctionnalités des logiciels
- ✓ Élaborer un modèle de document

Savoirs

- ✓ Connaître les éléments qui composent un document numérique et leurs attributs
- ✓ Connaître les rôles des styles, masques et modèles
- ✓ Connaître la notion de document hypertexte et de lien

Compétence D3.2 Insérer des informations générées automatiquement

Aptitudes

- ✓ Générer automatiquement des index et tables
- ✓ Générer automatiquement des numérotations
- ✓ Référencer des objets à l'aide de légendes et renvois

Savoirs

- ✓ Connaître la notion de champ
- ✓ Connaître les principaux champs

Compétence D3.3 Réaliser un document composite

Aptitudes

- ✓ Produire des objets multimédias simples
- ✓ Adapter les caractéristiques intrinsèques des objets avant leur insertion dans un document
- ✓ Insérer des objets dans un document en paramétrant leurs propriétés par rapport au document

Savoirs

- ✓ Connaître les types de contenus qu'un logiciel peut afficher et importer
- ✓ Connaître les types de contenus qui sont destinés à être uniquement visualisés et non modifiés
- ✓ Connaître les possibilités d'adaptation des images selon leur nature (vectorielle ou matricielle)
- ✓ Connaître l'incidence des caractéristiques (poids, format) des objets sur le document

dans lequel ils sont insérés

Compétence D3.4 Exploiter des données dans des feuilles de calcul

Aptitudes

- ✓ Organiser des données
- ✓ Mettre en forme des données
- ✓ Produire des calculs
- ✓ Analyser des données

Savoirs

- ✓ Connaître la distinction entre contenu et format d'une cellule
- ✓ Connaître la notion de référence relative, absolue et mixte
- ✓ Connaître les notions de logique de base : et, ou, () et conditions
- ✓ Connaître la notion de série de données

Compétence D3.5 Préparer ou adapter un document pour le diffuser

Aptitudes

- ✓ Choisir la forme du document et l'outil adapté en fonction de la situation de diffusion
- ✓ Adapter la mise en forme au mode de diffusion et intégrer les éléments descriptifs utiles à la situation
- ✓ Adapter les paramètres de l'impression d'un document à la situation

Savoirs

- ✓ Connaître les principales caractéristiques des périphériques de sortie (imprimante, écran, vidéoprojecteur,...).
- ✓ Connaître les principes généraux de l'ergonomie, y compris en termes d'accessibilité
- ✓ Connaître les principales règles de typographie

Domaine D4 : Organiser la recherche d'informations à l'ère du numérique

Compétence D4.1 Rechercher de l'information avec une démarche adaptée

Aptitudes

- ✓ Choisir la ou les sources pertinentes pour sa recherche
- ✓ Choisir les outils adaptés
- ✓ Interroger les sources avec l'outil choisi selon son mode d'interrogation spécifique

Savoirs

- ✓ Connaître la nature des ressources qu'on est susceptible de trouver dans les diverses sources d'information
- ✓ Connaître les spécificités des différents outils de recherche d'information et leur mode d'interrogation

- ✓ Connaître les principes de l'indexation des ressources numériques

Compétence D4.2 Evaluer les résultats d'une recherche

Aptitudes

- ✓ Evaluer le résultat d'une recherche en repérant les indices utiles

Savoirs

- ✓ Connaître les principaux facteurs déterminant l'ordre de retour des résultats d'un moteur
- ✓ Connaître les critères de qualité permettant d'évaluer les résultats d'une recherche
- ✓ Connaître les indices associés aux critères de qualité

Compétence D4.3 Récupérer et référencer une ressource numérique en ligne

Aptitudes

- ✓ Enregistrer une ressource numérique en vue d'en conserver la trace ou de l'utiliser ultérieurement
- ✓ Produire une référence à une ressource numérique en se conformant aux règles en vigueur

Savoirs

- ✓ Connaître la nature éphémère et évolutive des pages Web et ses conséquences sur la disponibilité des informations à long terme
- ✓ Connaître les règles et normes pour citer des propos d'auteurs et référencer des ressources en ligne

Compétence D4.4 Organiser une veille informationnelle

Aptitudes

- ✓ Agréger des flux d'informations dynamiques
- ✓ S'abonner à des services d'envoi d'informations automatisé (notifications, résumés, lettres d'information)
- ✓ Gérer ses signets pour une utilisation nomade

Savoirs

- ✓ Connaître l'existence de flux d'information en ligne
- ✓ Connaître le principe d'agrégation de flux
- ✓ Connaître l'intérêt des signets en ligne

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Assessment:

Contrôle continu

- **Level of Instruction:** 1st Year
- **Module:** Transversale 1 / Transversale 2
- **Subject:** Droits de l'homme
- **Coordinator:** Kawthar Jaayem

Course Description:

السداسي الأول: (13 ساعة)

المقدمة: (3 ساعات)

- تحديد مفاهيم المصطلحات الأساسية للمادة (حقوق الإنسان/الحريات)
- التقديم القانوني لمادة حقوق الإنسان
- الجذور التاريخية لميلاد وظهور حقوق الإنسان

الجزء الأول: المصادر القانونية لحقوق الإنسان

المبحث الأول- المرجعية الدولية لحقوق الإنسان:

الفرع الأول- المصادر العالمية: تمهيد: تقدير وتثمين جهود منظمة الامم المتحدة في مجال تقنين المنظومة الكونية لحقوق الإنسان (5 ساعات)

*المواثيق العامة (3 ساعات)

*المواثيق الخاصة (ساعتان)

الفرع الثاني: المصادر الإقليمية: التعرض بإيجاز إلى خصوصيات المواثيق الدولية الإقليمية مقارنة بالعالمية مع اعتماد بعض الوثائق كأثلة: الإتفاقية الأوروبية لحقوق الإنسان، الميثاق الإفريقي لحقوق الإنسان.... (ساعة واحدة)

المبحث الثاني: المصادر الوطنية: (ساعتان)

الفرع الأول: الدستور:

- أهمية الدستور كأعلى قاعدة في سلم القواعد القانونية.
- انعكاس علوية الدستور على ضمان حقوق الإنسان

الفرع الثاني: المعاهدات الدولية الموافق عليها والمصادق عليها:

- تحديد درجتها في سلم القواعد القانونية
 - الآثار القانونية لمرتبة المعاهدات في سلم القواعد القانونية
- الفرع الثالث:** القوانين:

- تذكير بتعريف القانون
- التعرض إلى أهم القوانين التي لها علاقة بحقوق الإنسان

السداسي الثاني: (13 ساعة)

الجزء الثاني: حقوق الإنسان المضمونة:

المبحث الأول: المبادئ التي تقوم عليها حقوق الإنسان (ساعتان)

- مبدأ الكونية

- مبدأ الشمولية

المبحث الثاني: تصنيف حقوق الإنسان ومضامينها:

الفرع الأول: الحقوق والحريات الشخصية (8 ساعات)

أ- حرمة الفرد: الحق في الحياة، الحرمة الجسدية: تحديد المفاهيم والأهمية والضمانات القانونية لحمايتها وحدودها. (3 ساعات)

ب- حماية الحياة الخاصة: حرمة المسكن وسرية المراسلات والاتصالات وحماية المعطيات الشخصية: تحديد المفاهيم والأهمية والضمانات القانونية لحمايتها وحدودها. (ساعتان)

ت- الحريات الفردية: (3 ساعات)- الحريات الفردية البدنية (حرية التنقل واختيار مقر الإقامة...) تحديد المفاهيم والأهمية والضمانات القانونية لحمايتها وحدودها.
- الحريات الفكرية: حرية الضمير والفكر والمعتقد

الفرع الثاني: حقوق المشاركة في الحياة السياسية: (ساعتان)

أ- الحق في الإقتراع:
المفهوم والشروط القانونية

ب- الحق في الترشح للمناصب السياسية: المفاهيم و الشروط القانونية.
ت- حرية تأسيس الاحزاب السياسية والإنخراط فيها: تعريف الحزب السياسي والإطار القانوني له.
الإشارة في خاتمة هذا المبحث إلى الحقوق الاقتصادية والاجتماعية.

الجزء الثالث: الآليات الضرورية لحماية حقوق الإنسان (3 ساعات)

المبحث الأول: الآليات الدولية

المبحث الثاني: الآليات الوطنية

- **Level of Instruction:** 1st Year
- **Module:** Optionnelle 1 / Optionnelle 2
- **Subject:** Arabic
- **Coordinator:**

Course Description:

برنامج العربية لطلبة قسم الانجليزية/السنة الأولى إجازة أ.

البرنامج	1- <u>الأدب:</u>
	<ul style="list-style-type: none"> • مختارات من شعر نزار قباني(السداسي الأول)//الأهداف * التركيز على مظاهر التجديد في القصيدة شكلا ومضمونا ورؤية شعرية من خلال المستويات التالية: <ul style="list-style-type: none"> - بنية القصيدة / بنية الصورة وخصائصها / الإيقاع/ اللغة الشعرية. - مضامين الكون الشعري وخصائص الرؤية الشعرية • رواية «القاهرة الجديدة» لنجيب محفوظ(السداسي الثاني)// الأهداف التركيز على مظاهر الواقعية في الرواية شكلا ومضمونا من خلال المستويات التالية: <ul style="list-style-type: none"> - مظاهر الواقعية من خلال عناصر البناء القصصي(الزمان والمكان والشخص والأحداث). - أساليب القص وتقنياته. - المضامين الكبرى للرواية وقضاياها الأساسية. <p>2- اللغة:</p> <p>تدريب الطالب على تفكيك الظواهر اللغوية لفهمها وإعادة إنتاجها في سياقات أخرى وأغراض مختلفة</p> <p>الإعراب:</p> <ul style="list-style-type: none"> - الجملة (تصنيف الجمل باعتبار النوع ودرجة التركيب والموقع من النص) - أهم الوظائف النحوية في الجملة الفعلية والجملة الاسمية. - أهم المركبات النحوية في الجملة (المركبات الاسمية والمركبات الحرفية) * ملاحظة: تعتمد طريقة الصناديق في تحليل الجمل والمركبات. <p>الاشتقاق:</p> <ul style="list-style-type: none"> - الجذر: (باعتبار عدد الحروف وطبيعتها) - أهم المشتقات: المصادر(اسم الحدث- المصدر الميمي)* الصفات(اسم الفاعل - اسم المفعول

<p>- الصفة المشبهة - صيغة المبالغة) * الأسماء (اسم المكان - اسم الزمان - اسم الآلة). التصريف: (تصريف نماذج من الأفعال (المضاعف والمهموز والمعتل)</p>	
<p>1 ساعة لغة-1 ساعة شرح نص (شرح النص بالوقوف على خصائصه الفنية والمضمونية والتوسع قدر الإمكان في تحليل ظواهر من بلاغة الإنشاء والصياغة)</p>	سير الدرس
<p>دراسة نص: * أسئلة موجهة إلى تحليل أهم أساليب النص ومضامينه وبيان الترابط في ما بينهما. * أسئلة موجهة إلى الإجابة عن المطلوب من خلال ظواهر لغوية في الإعراب والاشتقاق والتصريف.</p>	الاختبار

General Description:

- **Level of Instruction:** 1st Year
- **Module:** TRANSVERSALE 1
- **Subject:** ESP
- **Coordinator:**

Course Objectives:

This course is designed to introduce students to technical terms related to business English. The major objectives of this course are:

- To enlarge their knowledge related to business style and technical vocabulary through a variety of activities (reading, case studies, vocabulary, grammar and writing) about different topics like communication, careers, import and export etc...
- To discuss argumentatively different topics related to the future professional life.
- To provide a general idea about the different steps to write emails, formal letters of enquiry, fax and Curriculum Vitae.
- To analyze different graphics and case study that allow to boost students' critical thinking.

Methodology:

- The course is an interactive collaborative class in which students are asked to discuss topics provided by the teacher and related to the field of business.
- Students are asked to work in small groups to complete different activities related to reading, discussion, and writing.

Learning Outcomes:

- Students will be able to collect a wide range of vocabulary related to business English.
- Students will be able to use the vocabulary they learn to participate effectively in the discussion of different topics provided by the teacher.
- Students will be able to write emails, letters and CVs in a formal way in an attempt to prepare them for the after graduation life.

Assessment:

The assessment of the coursework will be divided into:

1- Oral marks: The oral mark is itself divided into:

a/ Participation: discussion, WH questions, quizzes and team work will be assigned almost every class period.

b/ Home works: Different assignment will be designed by the teacher and they will be graded and submitted.

c/ Attendance: Attendance will be graded as follows:

- | | |
|-----------------------------|-------------------|
| no absences: A+ | one absence: A |
| two absences: B | three absences: C |
| more than three absences: F | |

2-Test / Exam: "Tirage au sort" and it will be scheduled by the administration.

Licence en Anglais

Descriptifs des Enseignements

Deuxième Année

General Description:

- **Level of Instruction:** 2nd Year
- **Module:** Langue 5
- **Subject:** Reading and Writing
- **Coordinator:** Kalthoum Kassab

Course Objectives:

The second year reading/writing course is a one-semester course. It aims to help students develop effective reading and writing strategies. It also aims to raise students' awareness of the relationship between reading and writing in academic studies. In second year, students are introduced to more complex academic texts than the ones used in first year. Students are invited to explore, analyze, reflect on, and respond critically to the readings. Writing instruction aims in particular to help students write effective texts that mostly reflect the writing genres they need to write in content subjects. The course also introduces students to writing from sources. For this, the readings will serve as source materials as well as models for the writing genres (exposition and argumentation) that students practise writing in the writing workshops.

Methodology:

The course follows a content-based approach and a genre-based approach to the teaching of reading and writing. The reading course is built around themes that are of students' interests. Writing instruction is based on the study of the academic genres that students mostly need to write during their academic studies. Instruction is learner-centred. Students are invited to be active participants in the learning process by contributing their own ideas and views to the information given by the teacher. They are encouraged to collaborate with their peers and to take part in the decision-making process. Students are invited to work in pairs and groups, do oral presentations, and conduct mini-projects outside class.

Learning Outcomes:

By the end of the course students will:

- Be able to read and understand complex academic texts;
- Be able to use effective reading strategies that will help them read an academic text efficiently and critically;
- Be able to understand the relationship between reading and writing in academic studies;
- Be able to understand text organization and genre expectations;
- Be able to summarize texts and paraphrase authors' ideas;
- Be able to synthesize information from more than one source;
- Master the basics of academic writing;
- Develop audience awareness in academic writing;
- Be able to write effective argumentative and expository essays using information from sources;
- Be able to use in-text citations appropriately.

Assessment:

Régime mixte

Oral:	10%
Classroom written test (1hour)	20%
End of term integrated reading/writing exam (3hours with the grammar exam)	70%

- **Level of Instruction:** 2nd Year
- **Module:** Langue 5
- **Subject:** Introduction to linguistics
- **Coordinator:**

Course Description:

General Description

This is an introductory course in linguistics. Its goal is to provide students with a forum in which they can become acquainted with major areas in the field of linguistics. The main topics include, but are not limited to, the historical background to linguistics, the nature of human language as distinct from animal communication systems, the subsystems of linguistic knowledge, i.e., sound patterns (phonetics & phonology), word formation (morphology), sentence structure (syntax), and meaning (semantics); language acquisition, language processing, and historical development of language and language change.

The class meets on a weekly basis for two hours. Each class session starts with addressing students' questions on points that remained unclear to them from the previous session then discussing the major theoretical points of the session's topic. Visual aids like PowerPoint and Prezi presentations are used as a visual guide and an outline for the class discussion. The exchange and discussion of the course content are led mainly by the students based on the assigned readings. It is therefore crucial for students to be on top of their weekly reading assignments. The last 20 to 30 minutes of each class are devoted to practice exercises.

Assessment

This course falls under the "Régime Mixte" assessment system. Students' evaluation can be oral-based and/or written-based. The oral tests usually take place throughout the semester and are structured around students' homework assignments, classroom participation, and pop quizzes. The written exams take place on preannounced dates; mid-semester and end of semester. The midterm grade is worth 20% and the end-of-term grade is 80% of the overall grade.

Either oral or written, tests/exams are designed to evaluate two major criteria:

- 1- Students' acquired knowledge (the fundamental concepts, notions, principles and theories learned during the semester), and
- 2- Students' cognitive skills (critical thinking skills to analyze and synthesize, skills of recognition and distinction of different notions and principles, and skills of independent critical

thinking).

- **Level of Instruction:**
- **Module:** Langue 5 / Langue 7
- **Subject:** Grammar
- **Coordinator:**

General Description:

The second year grammar course is the logical continuation of the first year course in that the students, who have already acquired in the first year the basic notions of English Grammar, will be faced with a deeper analysis of these rules. In fact, tenses, modality and voice will be revisited, and the emphasis will be put on the relationship between form and use. Grammar will be studied in context so as to achieve our objective which is mainly to discourage students from considering grammar as a separate component of language, thus giving them the opportunity to deal with it in a more profitable and enjoyable way.

Our aim will be primarily to enable students to improve their writing, speaking and reading skills, whatever the subject they are dealing with.

In semester 2, the students will be faced with more complex structures. They will be acquainted with the structure of phrases and clauses. The objective will be once again to develop their writing competence.

Through the study of coordination and subordination, students will have a thorough idea about the sub components of compound and complex sentences, and this will be very helpful for future linguistic courses, mainly syntax.

Outline:

SEMESTER 1

GRAMMAR IN CONTEXT :

- Tenses in context
- Modals in context
- The passive in context

SEMESTER 2 : From phrase to clause

- Phrases
- Coordination
- Subordination

Assessment:

Régime mixte

General Description:

- **Level of Instruction:** 2nd Year
- **Module:** Transversale III
- **Subject:** Translation
- **Coordinator:** Fadhel Chahed

General Description:

This tutorial is designed for second year students learning English as a foreign language. It consists of practical exercises to render texts from Arabic into English and vice versa, and covers a diversified material purposefully garnered from a variety of areas such as literature, culture, entertainment, etc. It also involves discussion of the issues that arise in translation, notably in grammar, and vocabulary.

Outline:

- Introduction
- Key concepts in translation (equivalence, borrowing, cultural transfer, ...etc)
- Translating text vs cultural context
- Use of dictionaries and reference books
- Viewing grammar through translation
 - Shift of tense
 - Using English Adverbials in Translation
 - Structuring Sentences in Translation
 - Using the Passive Voice in Translation
 - Using the Conditional in translation
 - Using Negation and Inversion in Translation
- Vocabulary building
 - Distinguishing between connotation and denotation
 - Using appropriate Collocation
 - How to translate descriptive texts with varied vocabulary
 - Using Idiomatic Expressions in Translation

Learning Outcomes

- Students are expected to be able to confidently handle various types of texts and translate them in a correct way.
- Students will be able to review translation with a critical mind
- Students will be able to handle Arabic-into-English tense shift and variation

- Students will have a thorough idea about the basic terminology of translation

Course Requirements:

- The students' active and voluntary participation is required—no credit for simply showing up and taking notes!
- Translation homework will be assigned prior to every class meeting and learners are required to prepare the homework beforehand.
- During the semester, students sit for classroom tests which assess the knowledge and skills acquired throughout the tutorials.

Assessment:

Controle continu

General Description:

- **Level of Instruction:** 2nd Year
- **Module:** Langue 6 /
- **Subject:** TEO
- **Coordinator:**

Outline:

Pronunciation

1st semester

Week 1 & 2

- Revision of the phonemic script
- Revision: Vowel comparison

Week 3

- Weak syllables

Week 4 & 5

- Syllabic consonants

Week 6 & 7

- Introduction to suprasegmentals
- Simple word stress

Week 8

- Complex word stress

Week 9

- Compound word stress
- Variable stress
- Word class pairs

Week 10

- Weak forms

Week 11

- Revision and practice

Pronunciation

2nd semester

- Vowels in unstressed syllables
- Syllabic consonants
- Linking sounds
- Leaving out consonant sounds 1
- Leaving out consonant sounds 2
- Words that lose a syllable
- Word stress and prominence
- Suffixes and word stress 1
- Suffixes and word stress 2
- Suffixes and word stress 3
- Prefix and word stress 1
- Prefix and word stress 2
- Stress in compound nouns
- Stress in compound adjectives and abbreviations
- Stress in longer compound sounds
- One-stress phrasal verbs
- Two-stress phrasal verbs
- Weak forms of function words
- Prominent function words
- Contracted forms

SPEAKING AND LISTENING COURSE

2ND semester

- Stress and the immune system
- Developmental tasks of early adulthood
- Separation from parents
- Intelligent testing- an introduction
- Intelligence- nature or nurture?
- Body language and across cultures
- Nonverbal communication- the hidden dimension of communication
- Looking at friendship

- **Level of Instruction:** 2nd Year
- **Module:** Analyse du texte littéraire 3
- **Subject:** LITERARY TRENDS
- **Coordinator:** Radhia Fleh

Course Description:

1/Course Overview

The course consists of twelve lectures tracing the development of British literature starting from the Old English period through the contemporary one. The students are introduced to a variety of literary genres ranging from poetry, to drama, fiction, and essays that help expose the evolution of British literature as well as the contribution of religious, social, and political issues in the creation of such a corpus. An historical/developmental approach is adopted in the teaching of this course following the chronological progression of the literary works themselves.

2/Course Objectives

Upon completing this course, the students will be able to:

- Explore the progression
- Trace the evolution of literary genres and movements
- Recognize the major movements and periods of British literature from the early Middle English periods through the present
- Identify the specificities related to different periods and their literary productions
- Make connections between text and context
- Allow the students to gain a broad understanding of the various perspectives behind the literary works of each period

3/Course Outline

Week 1: *Old English Literature* (450-1066)

- The Anglo-Saxon influence
- Bede, Gildas, And Nennius and the chronicle tradition
- Religious verse
- Beowulf* and epic poetry
- King Alfred and the beginning of English prose

Week 2: *Medieval Literature* (Part1) 1066-1485

- The impact of the Norman Conquest
- Elegiac and heroic verse
- Courtly literature and the Arthurian romance
- The contributions of Chaucer and Malory

Week 3: *Medieval Literature* (Part2)

- From manuscript to print culture
- Mystery and Miracle plays
- The Morality plays
- Middle English lyrics and ballads

Week 4: *Renaissance Literature* (1485-1660)

-*Renaissance Prose*-

- Characteristics of Renaissance England
- The beginnings of modern English
- Elizabethan prose
- Major literary philosophers (F. Bacon, T. Hobbes...)
- Theological writings

Week 5: -*Renaissance Poetry*-

- The Metaphysical poets (J. Donne, A. Marvell...)
- Edmund Spenser and his works
- John Milton and his works
- W. Shakespeare's Sonnets

Week 6:- *Renaissance Drama*-

- The Elizabethan theatre
- W. Shakespeare and his contribution (history plays/ tragedies/ comedies and romances)
- Marlowe (the importance of *Doctor Faustus*)
- Jacobean drama (to the closing of the theatres, 1642)

Week 7: *Restoration Literature* (1660-1700)

- Cultural characteristics of the period
- Major genres (comedy, diary, Beast Fable...) and majors writers (Dryden, Jonson, Swift..)

Week 8: *The Eighteenth century*

- Writing the political issues
- The Scottish Enlightenment
- D. Defoe and the birth of the novel

- H. Walpole and the development of Gothic fiction
- Satire and the comic dramatists
- The pre-Romantic poets

Week 9: *The Romantic Period (1789-1832)*

- Characteristics of the period
- The First Generation Romantics (Blake, Wordsworth, Coleridge)
- The Second Generation Romantics (Keats, Shelley, Byron)
- major novelists (J. Austen, Sir Walter Scott...)

Week 10: *Victorian Literature (1832-1901)*

- Victorian thought and social context
- Realism and the Victorian novel
- Victorian drama and its main tendencies
- Victorian verse (Tennyson's idyllic vision)
- Non-fiction prose (T. Carlyle, M. Arnold...)
- Pre-Raphaelite art

Week 11: *Twentieth-Century Literature (1901-1945)*

- The Edwardian period
- Irish writers and their contribution
- Modernism and literary works

Week 12: *Literature from the Post-War Period to the Present*

- Social and Political contexts
- Avant-Garde thought and the theatre of the Absurd
- The 1960's and new intellectual perspectives (Psychoanalysis, Feminism, Postcolonialism, Postmodernism...)

- **Level of Instruction:** 2nd Year
- **Module:** Analyse du texte littéraire 4
- **Subject:** US Survey
- **Coordinator:**

Course Description:

The Survey of U.S. Literature provides a history of American literature from the pre-Colombian period to the postmodern era through the encounter and interpretation of nature in selected key writers, movements, and texts. Through lectures supplemented by brief textual extracts, the course traces the contrasts and similarities, the developments and regressions of an understanding of Nature as a force, a value, and an idea among the indigenous Americans, the explorers, the colonists, the Founding Fathers, the transcendentalists, the naturalists, the realists, and modernist and postmodernist writers.

- **Level of Instruction:** 2nd year
- **Module:** Analyse du texte littéraire 3
- **Subject:** Fiction
- **Coordinator:**

Course Objectives:

The course is meant to introduce students to technical and thematic elements specific to Grahame Greene's *The Quiet American*. Technically, the novel offers an opportunity to introduce the retrospective narrative technique and the first person unreliable narrator who is deeply involved in the novel's action. Thematically, the novel is concerned with the Cold War in the early fifties. Vietnam, the novel's setting, is the arena where different political and military forces vie and struggle for domination and hegemony. The conflict between East and West, Communism and Capitalism, old colonial powers and the new imperial power are the major thematic concerns in Greene's novel

Outline:

Week 1-2 the setting: the post war period and the Cold War
Week 3 Vietnam as a setting
Week 4 the narrative techniques, the flashback technique
Week 5 the unreliable narrator
Week 6-7: main characters
Week 8-9 Communism versus Capitalism as rivals in Vietnam
Week 10-11 detachment and involvement
Week 12: the prophetic vision in The Quiet American

- **Level of Instruction:** 2nd Year
- **Module:** Analyse du texte littéraire 3
- **Subject:** Drama
- **Coordinator:**

Course Description:

This tutorial aims at training second year students to analyze passages from modern plays. The session includes a discussion of the main modern techniques, mainly realism, the major thematic concerns and the final messages of the playwrights.

:

The focus is on excerpts from John Osborne's *Look Back in Anger* (1956).

The analysis is meant to acquaint students with the post WWII British drama and introduce them to the frustration of the young angry men in the aftermath of the global conflict. The experts constantly demonstrate how the British Establishment is questioned and vehemently criticized by the angry Jimmy. A whole generation feels left out by an obsolete political, social and economic apparatus. On the formal level, students are constantly shown how the use of realistic techniques are used to convey the immediacy of the aggressive exchanges between the different characters.

Course Outline:

Week 1: The historical context of the play: Post war Britain and *The Angry Young Men*

Week 2: The use of realism as a mode of expression

Week 3-4: Jimmy's social Alienation

Week 5: Jimmy's attack on the icons of power

Week 6: Nostalgia: The Edwardian period.

Week 7: Gender issues: Jimmy's anti-feminist attitude.

Week 8: A comparison between Helena & Alison.

Week 9 the use of social realism\ the use of dramatic irony.

Week 10: Animal imagery

Week 11: The characterization of the colonel: the relationship between the past and the present.

Week 12: The denouement\ the transformation of Alison

- **Level of Instruction:** 2nd Year
- **Module:** Analyse du texte littéraire 4
- **Subject:** Drama
- **Coordinator:**

Course Description:

The focus is on extracts from Arthur Miller's *The Crucible* (1953). The tutorial aims at drawing a parallelism between Puritan Witch-hunting during the early history of America and McCarthyism during the 1950's. The analogy between the two historical eras comes from institutional threat to individual conscience. In both contexts; an imagined enemy is used as a pretext to curb individual freedom and persecute the different, dissenting, deviant and abnormal social other. Faith or allegiance to democracy have to be visible, conscience must be externalized to avoid persecution or trial. The play's aim is to show the constant moral arrogance of some American institutions and major figures

Course Outline:

Week 1: The dual historical context of the play: Witch-crafting vs. McCarthyism

Week 2-3: The function of the opening narrative section

Week 4: Social repression: the basic Puritan tenets

Week 5: The image of the sick child vs. the sick social body

Week 6: Witchcraft hysteria

Week 7: Power abuse

Week 8: Female stereotypes

Week 9: The private vs the public

Week 10: Freedom vs. Fanaticism

Week 11: Visible vs. invisible morality

Week 12: The Final Scene: Proctor (the tragic hero)

- **Level of Instruction:** 2nd Year
- **Module:** Analyse du texte littéraire 3
- **Subject:** Anglophone Literature
- **Coordinator:** Monia Jerfel Chouari

Course Description:

This is an introductory course to the Anglophone literature. Students will be acquainted with the mechanisms of writing and the interrelated cultural and political issues in the selected work: *Things fall Apart* (1958) by Chinua Achebe. It is a sort of re-writing of the history and culture of the African people. *Things Fall Apart* is a form of a response to colonial literature and a revision or a re-reading of some colonialist stereotypical representations of African history. The author attempts to foreground for his readers, European and natives, the deep-rooted history and traditions of black people. Achebe attempts to search for a voice for the oppressed people. For example, his description of the Igbo culture and its lofty principles of justice, friendship, solidarity and democracy, serves to revise and even interrogate the charges of primitivism and backwardness conferred on Africa by Western colonialist fiction.

Objectives:

- 1- To introduce the students to the African novel written in the language of the colonizer.
- 2- To introduce students to postcolonial theory (briefly though) in an attempt to acquaint them with some key concepts like “coloniser,” “colonial,” “post-colonial theory,” “imperialism,” “identity,” “culture,” “feminist issues” within the frame of Anglophone literature concerns.
- 3- To enhance the students’ analytical and critical skills.
- 4- To highlight the problematic relationship between colonizer and colonized especially during colonialism as illustrated in Achebe’s narrative.

2. Assessment

- A crisscross selection of a number of passages from the novel will be given as home assignments. Students have to prepare presentations either individually or in pairs depending on the kind of topic that is planned for discussion as regards the reading passage of the day.
- Group presentations: The class will be divided into groups of three or four students. Each group will lead a class discussion for about 15minutes. The oral presentation must be accompanied by some handouts for the rest of the class. The presentations must be in order of the weekly scheduled reading passages.
- Each student will be given an individual grade for his class performance, and a grade for a written exam question at the end of the semester.
- Students who give their presentation can be successful when they allow the rest of the class to participate. The class members should not be mere passive observers. They can be involved either by asking for further clarification or by commenting constructively and politely on the presentation. They can also suggest other major points and explain their point

of view.

3. Weekly Syllabus and Schedule of Presentations of *Things Fall Apart (TFA)*

Week one: Introduction to post-colonialism and postcolonial literature/ The importance of “writing back to the center”, the importance of rewriting history, *TFA*, among other fictional writings, is a means of resistance.

Week 2: Contextualization: Chinua Achebe’s biography, the Nigerian independence and the political atmosphere of the 1950’s, the novel’s depiction of Africa prior to the colonial encounter.

Week 3: Presentation #1: Colonial discourse. (Analysis and interpretation of the pertinence of the epigraph of the novel: “The Second Coming” by W. B. Yeats to the thematic concerns of *TFA*. Eg. The apocalyptic undertones of the poem/ the fall of the center). (centralization vs decentralization or marginalisation)

Week 4: Presentation # 2: African Cultural features within the colonial discourse (train students to read and explain the key issues in *TFA*). Chapters 1 and 2 (3-11). (estrangement, alienation)

Week 5: Presentation # 3: Post colonialism and Feminist issues/ Narrative voice. Chapter 3 to 5, and 20 (12-32, 121-5). Focus on the linguistic devices that serve to empower the marginalized.

Week 6: Presentation # 4: Gender stereotypes: definition of masculinity and femininity in the Igbo culture. Chapters 6 to 8 and 14 (33-52, 91-5). Point out the narrative techniques to revise the stereotypes of woman/man.

Week 7: Presentation # 5: Customs and traditions/ primitivism/ distortion of African values and beliefs. Chapters 9 to 12 (53-83).

Week 8: Presentation # 6: Free will and predestination. Chapters 13 and 21 (84-7, 126-9).

Week 9: Presentation # 7: Heroism/ Okonkwo a tragic hero. Chapters 15, 16 to 19 (105-18).

Week 10: Presentation # 8: The cultural clash between the colonizer and the colonized. Chapters 16, 20, 21 and 22.

Week 11: Individualism vs. Community (cooperation; collaboration; effects on the black community)

Week 12: Mock exam (chapter 25) Questions about the strategies of characterization and narration.

End of Fall Term Exam Suggestions from: Chapters 23 and 24. (Team work decision-making)

- **Level of Instruction:** 2nd Year
- **Module:** Analyse du texte littéraire 4
- **Subject:** Anglophone literature
- **Coordinator:** Monia Jerfel Chouari

Course Objectives:

- 1- To introduce students to the postcolonial literature as a body of writings in response to colonial writings during the European colonialism in Africa and Asia. A brief hint at the two perspectives that dominate the postcolonial literature: Orientalism with Edward Said (1978), and hybridity with Homi Bhabha (1994).
- 2- To introduce students to the postcolonial discourse in an attempt to acquaint them with the binary epistemology that draws a distinction between colonized and colonizer: primitivism # civilization; ignorance# knowledge; literacy# illiteracy; democracy# dictatorship; freedom# oppression, etc..
- 3- To highlight the problematic relationship between colonized and colonizer in the postcolonial writing, as illustrated in Achebe's narrative, and define key terms like "oppression", "myth", "identity", "resistance", "culture" and "feminist issues" within the concerns of Anglophone literature.
- 4- To enhance the students' analytical and critical skills, especially, through interactive group tasks.

Methodology:

- 1- A crisscross selection of a number of passages from *Things Fall Apart* is given as home assignments guided by questions to be answered through a study of characters, theme and narration.
- 2- Students are required to prepare presentations to be given either individually or in groups depending on the kind of the topic that is planned for analysis as regards the reading passage.
- 3- Group presentations: the class is divided into groups of 5 students. Each group leads a class discussion for about 10 minutes each tutorial. Some handouts are previously prepared by the presenter must be submitted for the students of the class one week before the presentation. The oral presentation and class discussion are followed by the teacher's feedback that highlights positive points to be endorsed and weak points to work on for future tasks. The presentations must be in the order of the weekly scheduled selected passages for analysis.
- 4- To explore the text through the application of the text-based methodology.

Learning Outcomes:

- To assure students' acquisition and mastery of the key concepts of postcolonial writing.
- To develop students' interactive skills through individual as well as classroom presentations. Students are encouraged to be constructively involved in the group discussion as they can suggest other points for further analysis and elucidation of the raised issues in the text under investigation.
- To train students to raise and discuss thought-provoking questions and to make the classmates refer to the text to defend their arguments and clarify their attitudes.
- To enhance students' writing skills by highlighting a topic sentence and its supporting details.

Assessment:

- Assessment is at the heart of the teaching and learning process which makes it associated with the course objectives.
- First, the feedback I give to my students in different forms in response to their contributions especially in oral participation and class discussions generates a grade as an assessment of individual participation and also a reward to increase students' motivation to learn. Second, Second, homework assignments which I check on a regular basis encourages students to reflect well on their tasks and prepare themselves to perform well in the classroom since they know well that every positive participation is graded by the teacher.

- **Level of Instruction:** 2nd year
- **Module:** Analyse du texte littéraire 4
- **Subject:** Poetry
- **Coordinator:**

Course Description:

Scope: This course is a one semester course designed for English language students as part of the literature module. It covers poems by the most acknowledged British poets during the WWI period.

Contents: The course covers a range of themes which mark the move from “idealistic war poetry” (at the beginning of the war) to “realistic war poetry” and finally the “anti-war poems”. Common themes include war, patriotism, death, survival, destruction, outrage at the horrors of war, despair and meaninglessness of life, the atrocities of war. Poets who marked this era and who reflected on the war in different ways include Rupert Brooke, Siegfried Sassoon, Wilfred Owen, John McCrae, Herbert read, W.N.Hodgson, Wilfred Gibson, Philip Larkin, Vera Brittain

Objectives: By the end of this course, students should be able to:

- To strengthen their critical thinking, reading and writing skills.
- To understand poetry as a genre of literature, its distinct features and its basic elements.
- To analyze poems focusing on its form and content.
- To develop an effective vocabulary for the understanding and the analysis of war poems.

Attendance:

This course is a T.D class and therefore its success depends on the participation of all members.

Attendance is a substantial part of the participation grade.

Assessment:

Throughout this course students should be prepared to do a lot of thinking and writing activities.

By the end of the semester, you will have a written reflection on your writing throughout the course. So, make sure you keep all the returned in-class writings.

- **Level of Instruction:** 2nd Year
- **Module:** QCC 3
- **Subject:** Introduction to British Civilization
- **Coordinator:**

Course Description:

AGRICULTURAL, INDUSTRIAL, SOCIO-ECONOMIC, AND POLITICAL TRANSFORMATIONS IN BRITAIN : 1740-1940

The course covers the agricultural, industrial, socio-economic, and political changes in Britain from 1740 until 1940. The tutorials will explore the major transformations in these fields, assess the development over time of the causes and consequences of these changes, and the main forces which have shaped British society. It provides the students with tools that are essential for understanding Britain as an advanced society, and as a nation that has, until now, enjoyed economic growth and political stability.

COURSE OBJECTIVES

The primary objective is to analyze the major causes and consequences of the major developments and profound changes Britain has witnessed over that period of time. Hence, the major focus is analytical and thematic rather than historical. It will give students the necessary background to delve into the more in-depth upper advanced courses.

COURSE CONTENT

1- The Agricultural Revolution

- a) Structure of the British Agriculture
- b) The Open-field system/ the Enclosure system

2- The Industrial Revolution

Changes brought about by The Industrial Revolution in:

- a) The Coal Industry
- b) The Iron Industry
- c) The Textile Industry

3-Social Unrest and Government Repression

- a) The March of the Blanketeers
- b) The Derbyshire Rising
- c) The Spa Fields Meetings
- d) The Peterloo Massacre

4-The 1832 Reform Act

- a) The Parliamentary situation before 1832
- b) Rotten boroughs/ Pocket boroughs
- c) Attitudes of the Radicals, the Tories, and the Whigs towards the 1832 Reform Act

5-The Irish Grievances

- a) The Political Grievances
- b) The Economic Grievances
- c) The Political Grievances

6- Chartism and the Anti-Corn Law League

A) The Chartist Movement

- a) Strategies of the Chartist Movement
- b) Aims of the Chartist Movement

B) The Anti-Corn Law League

- a) The Formation of the Anti-Corn Law League
- b) Campaign against the Formation of the Anti-Corn League

7-The Victorian Era

- a) Prosperity and Political Stability
- b) Economic and Social Situation
- c) Reforms and Changes

8- The British Empire

- a) First British Empire: Ireland
- b) Second British Empire: India

9-The Growth of the Trade Union and the Formation of the Labour Party

- a) Evolution of British Trade Unionism

- b) Model Unions
- c) the Origins of the Labour Movement

10- Britain's Interwar Period

- a) Britain and the war
- b) Britain and the Peace Settlement

11-The National Government 1931-39

- a) The National Politics
- b) Protectionism
- c) Unemployment

- **Level of Instruction:** 2nd Year
- **Module:** QCC 3
- **Subject:** British history
- **Coordinator:**

Course Description:

A History of Britain: 1707-1945

2nd Year 1st Semester

Course Description

Level of instruction: 2nd year *License Fondamentale* 1st Semester

Module: Culture Studies III

Subject: A History of Britain: 1707-1945

General Description

With the Act of Union in 1707, the State of Britain emerged, and over time a British identity. The main driver behind British progress in this period was the industrial revolution and, as the first industrialised country, Britain had the economic and military power to develop an empire which covered one quarter of the world's population at its peak at the start of the twentieth century. The industrialisation during the 19th century caused major social change, which resulted in significant issues of poverty. The social migration to the cities also led to the birth of the Labour movement, and the broadening of democratic institutions. The course finishes with the apparent triumph of victory over Hitler in World War II, a war which actually sowed the seeds of Britain's demise in influence as a nation, which will be examined in the

second semester course.

Learning outcomes

By the end of this course students should:

- Understand the social, political and economic changes that transformed Britain from the late 18th to mid 20th centuries.
- Be critically aware of the impact, both positive and negative, of the industrial revolution.
- Be able to describe and critique the imperialist, colonialist endeavour.
- Understand the influence that this period has had on both Britain and the rest of the world today.

Course Outline

The course will be developed by looking at twelve of the most significant issues that affected Britain during this period, alongside an introduction and conclusion. They will be presented in approximately chronological order, though for issues that span a wider time frame a broader perspective will be taken. The twelve key themes are:

- Introduction
- The making of the Union
- The beginnings of Empire
- The agricultural revolution
- The industrial revolution
- The trading empire
- The development of Labour
- The broadening of democracy
- The British Empire at its peak
- The 'Great War' and its aftermath
- The Irish question
- The Wall Street Crash and the 'Hungry Thirties'
- The Second World War
- Conclusion

Approach and Method

The course will contain a number of components:

Lecture The lectures will cover the key details of each of the main issues.

Reading The course reader will include a selection of texts related to each topic.

TDs The classes will include clarification of key points from the lecture, examination of texts relevant to the key themes, and discussion of the issues that are raised.

Presentations Students will be encouraged to undertake research on a specific aspect of the period, and make a short presentation in class.

Video Some video clips and documentaries relating to the period will be shown / made available to students.

Assessment

Along with the parallel US Culture Studies III course, there will be 3 assessment components:

1. 20% Mid-semester written task
A one hour essay related to one of the course topics
2. 10% Participation assessment
This includes components such as presentations, attendance and class contribution
3. 70% End of semester written exam
A two hour essay related to a combination of the course topics

Bibliography

To be developed

Jonathan Mason

April 2019

- **Level of Instruction:** 2nd Year
- **Module:** QCC 4
- **Subject:** Introduction to American Civilization
- **Coordinator:**

Course Description:

Course Description

Relying on an approach based upon key concepts, this course proposes a chronological survey of the essential American historical developments, with an interpretation of the complex political, economic, social and cultural issues related to the field. The key theme around which this course is organized is: “*the Path towards Globalism*”. Indeed, the historical elements under study will be approached in a way that leads to the students’ understanding of the grounds behind the United States’ current status.

Course Objectives

At the successful completion of this course, the students will

1. become more familiar with the ideas, interpretations, and factual content of American history
2. become more conscious of the subjectivity of history and thus aware of the different
3. study the different schools of American historiography
4. identify major historical events and concepts.

Expected Learning Outcomes:

You will expand your knowledge of and critically assess three important themes in the period of American History covered in this course:

- 1- What should government do? What does government do? Tracing this theme involves exploring changing ideas about the role of the US government in the workings of the economy and the lives of US citizens. What power should the government have and how should it use that power to regulate and provide for its citizens?
- 2- Being different and being an American: Tracing this theme involves exploring the changing meaning of race, ethnicity, class and gender in American politics, culture and society. What differences divided Americans? How did different groups relate to each other? How did different groups struggle to gain equal treatment and justice, and how far did their struggles succeed? What did different groups have in common? What unity and national identity did they achieve at different times?
- 3- New role for the United States in world politics: Tracing this theme involves exploring changing ideas and policies concerning the kind and level of involvement the United States should have in the world. What were the interests and responsibilities of the US? What pushed the US to move from Isolationism to

Interventionism?

Course Outline

Course Outline

Week 1: Course Introduction

Week 2: Discovery & Colonial Era

Week 3: Revolution & Independence

Week 4: The Formation of a National Government

Week 5: Territorial Expansion

Week 6: The Civil War

Week 7: Emancipation & Reconstruction.

Week 8: The Industrial Revolution

Week 9: Urban America

Week 10: The Progressive Era

Week 11: The United States and World Affairs: From Isolationism to Internationalism.

Weeks 12 : Inter-War America: The Era of Contradictions

Week 13: 1945: The Rise to Globalism

Week 14: Conclusions

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1. An Outline of American History (XBC) 393.
2. Brands, H.W. American Stories. New York: Pearson, 2012.
3. Foner, Eric. The New American History. Philadelphia: Temple University Press, 1990 (XBC) 103.
4. Hollitz, John. Thinking Through the Past. New York: Houghton Mifflin Company, 2001.
5. Zinn, Howard. A People's History of the United States. New York: HarperCollins Publishers, 1999 (XBC) 400.

Useful Internet Links

- http://www.lonestar.edu/library/kin_AmHistory2.htm
- <http://www.cyberlearning-world.com/lessons/ushistory/ushistorylessons.htm>
- http://avalon.law.yale.edu/subject_menus/chrono.asp
- www.learner.org/biographyofamerica
- www.gilderlehrman.org

- www.historymatters.gmu.edu
- http://history-world.org/united_states_of_america.htm

- **Level of Instruction:** 2nd Year
- **Module:** QCC 4
- **Subject:** BRITISH HISTORY
- **Coordinator:**

Course Description:

A History of Britain: 1945-2001

2nd Year 2nd Semester

Course Description

Level of instruction: 2nd year *License Fondamentale*

Module: Culture Studies IV

Subject: A History of Britain: 1945-2001

General Description

At the end of World War II, Britain was still an almost exclusively white Anglo-Saxon country that was an imperial power ruling a quarter of the world's population. By the end of the century the empire was long gone, and Britain was just a middle ranking European country, that was also becoming increasingly multicultural and cosmopolitan.

This course will consider the social, political and economic changes that affected the country during this period, transforming it into the country that it is today.

The course follows the course on British history from the industrial revolution to World War II covered in the first semester of the second year.

Learning Outcomes

The course aims to achieve a number of key learning outcomes for students:

- To gain a clear understanding of each of the significant issues covered in the course.
- To understand how the various issues overlap and interact.
- To understand how, due to the numerous changes that have occurred, Britain is a completely different country today to that in the middle of the last century.
- To critically understand the issues that have caused social, political, economic and cultural transformation in Britain, as these issues are ones that have affected, and still affect, many other countries too.

Course Outline

The course will be developed by looking at twelve of the most significant changes that have occurred in Britain during this period, along with an introduction and conclusion. They will be presented in approximately chronological order, though for issues that span a wider time frame a broader perspective will be taken. The eleven key themes are:

- Introduction
- The impact of World War II
- The birth of the welfare state
- Building consensus
- The end of empire
- Racial change in the 1950s and 1960s
- Social change in the 1950s and 1960s
- Becoming part of the European Community
- The breakdown of consensus
- The Thatcher revolution: The conflict years
- The Thatcher revolution: The boom years
- Blair and New Labour: The Third Way
- Blair and New Labour: Social justice
- Conclusion

Approach and Method

The course will contain a number of components:

Lecture	The lectures will cover the key details of each of the main issues. Lectures will be given using PowerPoint, and students will be given a summary sheet each week to which they should add their own notes during the lecture.
Reading	The course reader will include a selection of texts related to each topic. Students will be expected to read these BEFORE TDs, as well as searching for other relevant material on the internet and in the library afterwards.
TDs	As well as the teacher answering questions concerning the specific texts related to each of the eleven main issues, students will spend time more broadly discussing the issues raised.
Presentations	Students will be encouraged to undertake research on a specific aspect of the transformation that Britain has undergone, and make a short presentation in class.
Video	Students will be encouraged to watch four episodes of Andrew Marr's television documentary series 'A History of Modern Britain'. This visually portrays the transformations that have occurred during this period, and although these videos are optional, students will be strongly encouraged to watch them.

Assessment

Along with the parallel US Culture Studies IV course, there will be 3 assessment components:

4. 20% Mid-semester written task
A 50 minute essay related to one of the course topics
5. 10% Participation assessment
This includes components such as presentations, attendance and class contribution
6. 70% End of semester written exam
A 2 hour essay related to a combination of the course topics

Bibliography

Childs, D. (2012)Britain since 1945 (7thedn.). Abingdon:Routledge

Dorey, P. (1995)British politics since 1945. Oxford: Blackwell

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Hyam, R. (2006)Britain's Declining Empire: 1918-1968. Cambridge: Cambridge University Press

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Marwick, A. (2003)British Society since 1945 (4thedn.). London: Penguin.

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Storry, M. & Childs, P. (eds.) (2007)British Cultural Identities (3rdedn.). London: Routledge.

Jonathan Mason

April 2019

- **Level of Instruction:** 2nd Year
- **Module:** Transversale 3
- **Subject:** Méthodologie et ICT 3
- **Coordinator:** Sameh Ben Abdeljelil

Course Description:

Domaine D5 : Travailler en réseau, communiquer et collaborer

Compétence D5.1 Communiquer avec un ou plusieurs interlocuteurs

Aptitudes

- ✓ Choisir et utiliser des outils adaptés à la situation de communication
- ✓ Retrouver et choisir les coordonnées de ses interlocuteurs dans un annuaire ou dans une liste de contacts
- ✓ Paramétrer les outils de communication pour automatiser les tâches répétitives

Savoirs

- ✓ Connaître les différents moyens de communication et leur pertinence dans des situations synchrones et asynchrones
- ✓ Connaître les différents rôles que peuvent jouer les interlocuteurs lors d'un échange
- ✓ Connaître les fonctionnalités des outils de communication qui permettent d'améliorer sa productivité

Compétence D5.2 Participer à l'activité en ligne d'un groupe

Aptitudes

- ✓ Utiliser un outil adapté à l'activité en ligne du groupe
- ✓ Rejoindre un groupe dans un espace de travail collaboratif

Savoirs

- ✓ Connaître les différents types d'outils utiles à l'organisation de l'activité d'un groupe et leurs spécificités
- ✓ Connaître les différents rôles que peuvent jouer les interlocuteurs lors d'un travail de groupe
- ✓ Connaître les usages de communication adaptés au travail en groupe

Compétence D5.3 Élaborer une production dans un contexte collaboratif

Aptitudes

- ✓ Contribuer dans un espace partagé à une production commune
- ✓ Consulter ou gérer les versions successives d'une production

Savoirs

- ✓ Connaître les différents types d'outils de production collaborative
- ✓ Connaître les fonctionnalités de suivi, de correction et d'insertion de commentaires
- ✓ Connaître les usages dans le suivi de version manuel ou automatique

- **Level of Instruction:** 2nd Year
- **Module:** Transversale 3
- **Subject:** Culture de l'entreprise
- **Coordinator:**

Course Description:

Présentation : Le principal objectif de ce cours est de sensibiliser l'étudiant à l'entrepreneuriat et de les amener à se positionner comme un potentiel pourvoyeur d'emploi plutôt qu'un demandeur d'emploi. A l'issue de ce cours, l'étudiant doit considérer l'entrepreneuriat comme étant une option de carrière possible. Il est donc d'important de le doter des connaissances nécessaires pour évaluer cette option. Dans le cadre de ce cours, l'étudiant se familiarisera avec les concepts de base relatifs à l'entrepreneuriat en commençant par la définition de l'entreprise.

Plan : Le cours comporte 7 chapitres qui se présentent comme suit :

Chapitre 1: L'entreprise et sa constitution

Chapitre 2: L'entrepreneuriat et le profil de l'entrepreneur

Chapitre 3 : La génération d'idées

Chapitre 4: Etude de Faisabilité Technique d'un Projet

Chapitre 5 : Etude de faisabilité commerciale d'un projet

Chapitre 6: Etude des Ressources Humaines

Chapitre 7 : Etude de Faisabilité Financière

Déroulement du cours : L'enseignant assurera la présentation des différents aspects théoriques et abordera des aspects pratiques à travers : le visionnage de vidéos, les études de cas, présentation de success story, visites de terrain (si possible), invitation d'intervenants externes pour témoignage, etc. Les étudiants seront amenés à préparer des travaux et à faire des présentations dans le cadre du cours préalablement programmées avec l'enseignant.

- **Level of Instruction:** 2nd Year
- **Module:** Optionnelle 3 / Optionnelle 4
- **Subject:** Arabic
- **Coordinator:**

Course Description:

برنامج العربية لطلبة قسم الانجليزية/السنة الثانية إجازة أ	
البرنامج	<p>* <u>السداسي الاول:</u> مختارات من شعر أبي القاسم الشابي (ديوان أغاني الحياة).</p> <p>الأهداف:</p> <ul style="list-style-type: none"> - استجلاء أهم خصائص القصيدة الحديثة في مستويات البناء والمعجم والصورة والإيقاع. - الوقوف على أهم روافد الرؤية الشعرية عند الشابي : الرافد الرومنطقي* الرافد الوطني* الرافد الإنساني... <p>* <u>السداسي الثاني:</u> رواية «الدقة في عراجينها» للبشير خريف</p> <p>الأهداف:</p> <ul style="list-style-type: none"> - دراسة مقومات النص السردي الحديث. - المقومات الواقعية للرواية في (الشخصيات، المكان، الزمان، اللغة...). - القضايا الاجتماعية في الرواية: المرأة- الأسرة- المجتمع ...
سير الدرس	شرح النص بالوقوف على خصائصه الفنية والمضمونية والتوسع قدر الإمكان في تحليل ظواهر من بلاغة الإنشاء والصياغة.
الاختبار	<p>دراسة نص:</p> <ul style="list-style-type: none"> - أسئلة موجهة إلى تحليل أهم أساليب النص ومضامينه وبيان الترابط في ما بينهما. - يكون عدد الأسئلة 4 أو 5 كحد أقصى

- **Level of Instruction:** 2nd Year
- **Module:** Optionnelle 3 / Optionnelle 4
- **Subject:** ESP
- **Coordinator:**

Course Objectives:

The ESP course covers two semesters and aims at:

- 1) Providing students with specific language needs, specialized vocabulary, and business concepts with special focus on marketing.
- 2) Making students familiar with the following issues:
 - **Semester 1:** Marketing, Past and Present / The Marketing Environment / Market Segmentation / Consumer Behavior.
 - **Semester 2:** Marketing a New Product / Consumer Decision-Making/ The Marketing Channel / Promotion Strategy.
- 3) Providing learners with a pre-work experience in the field of marketing.
- 4) Equipping students with the necessary skills to carry out particular tasks the aim of which is to develop learners' reading, writing, and oral proficiency.

Methodology:

- Reading texts with special focus on (1) content and (2) new technical words.
- Teaching vocabulary in context.
- Establishing a link between the text being analyzed and learners' real life experiences in order to increase their motivation for the subject-matter and reinforce what is being taught.
- Practice: different exercises are done to ensure students' understanding of the content (comprehension questions, vocabulary exercises, writing, quizzes, etc.).

Learning Outcomes:

By the end of the course students are supposed to:

- 1) Have a good grasp of what marketing is.
- 2) Acquire a specialized knowledge about the field of marketing (marketing strategies, decision-making process, consumer behavior, etc.).
- 3) Be able to communicate effectively using business English, with a wide range of vocabulary items that are related to the field of marketing.
- 4) Acquire lifelong learning skills and abilities (guessing vocabulary from context, communicating a message in a written or verbal form, etc.).

Assessment:

Regime Mixte

- A classroom test: 20 %
- End of term exam: 70 %
- Oral mark: 10 % (participation in the classroom, attendance, homework, etc.).

Licence en Anglais

Descriptifs des Enseignements

Troisième Année

- **Level of Instruction:** 3rd Year
- **Module:** Langue 7
- **Subject:** PRAGMATICS
- **Coordinator:**

Course Description:

Course Outline

This course is delivered over the second semester, wherein the following chapters are taught:

Introduction:

(Definition of pragmatics/introducing the general scope of the subject/ difference between semantics and pragmatic, and between syntax and pragmatics)

Unit one: Deixis

Definition

Person and social deixis

Place/spatial deixis

Time/temporal deixis

Discourse deixis

Unit two: Reference

Referents and referring expressions

Types of references (anaphoric/cataphoric/exophoric)

Unit three: Presupposition

Definition

Presupposition types (existential/ factive/non-factive/lexical/structural)

Unit four: Implicature and Grice's Maxims

The cooperative principle
The quantity maxim
The quality maxim
The relation maxim
The manner maxim
Implicature types (conversational/conventional)

Unit five: Speech acts theory

Definition

Austin's theory: locutionary, illocutionary and perlocutionary acts.

Searle's classification of speech acts

Direct and indirect speech acts

Speech events

Unit six: Politeness theory (Brown and Levinson)

Positive and negative face

Off record/on record/ bald on record

Positive and negative politeness

Course Objectives

Pragmatics tends to focus on the dynamic dimension of meaning in context, since it is a discipline that deals with the communicative use of language. Therefore, the objective is to sensitise students to the linguistic and extralinguistic (social, cognitive and cultural) dimensions of meaning as they occur in natural language.

Methodology

Students are provided with the needed theories of the above chapters, wherein different notions and concepts of pragmatics are elucidated during a lecture session. Then, in order to back up their comprehension and enhance the lectured theories, each unit is followed by tutorials including learning activities to be

worked out in class. This practice proves to be helpful as to the consolidation of the course.

Evaluation

An exam is scheduled at the end of semester (summative evaluation) to test students on their understanding of the above concepts included in the syllabus. Usually, a two-part exam is presented to students, namely, a theoretical section with questions related to definitions, and a task-based section with questions about conversational turns and texts' excerpts. Exams are scored following the content of responses and the linguistic competence of students, who shall be able to reply in a coherent and consistent writing style.

References

- Crystal, David. (2003). *The Cambridge encyclopaedia of the English language* (2nd ed.). Cambridge University Press.
- Cummings, L. (2005). *Pragmatics: A multidisciplinary perspective*. Edinburgh: University Press Ltd.
- Grundy, P. (2000). *Doing pragmatics* (2nd ed.). Oxford: University Press Inc.
- Yule, G. (1996). *Pragmatics*. Oxford: University Press.

- **Level of Instruction:** 3rd Year
- **Module:** Langue 7
- **Subject:** SOCIOLINGUISTICS
- **Coordinator:**

Course Description:

This is an annual course that consists of the following units:

Unit one: Society and communication

- Introduction into the scope of sociolinguistics
- The ethnography of communication
- Speech community

Unit two: Language varieties

- Language
- Social dialects: social variables (sex, ethnicity, social status, age, [h]-dropping and post-vocalic [r], Hypercorrection)
- Regional dialects and ‘dialect chain’
- Style
- Register

Unit three: Multilingualism

- Historical patterns of multilingualism (Fasold)
- Nation and language: (Fishman’s terminology of: nation, ethnic group, nationality and state)
- Nationism and nationalism (Fasold)
- Multilingual communities: vernacular languages/standard languages/lingua francas/pidgins/creoles
- The standardisation process

Unit four: Bilingualism and Diglossia

- Individual bilingualism versus societal bilingualism
- Mixture of varieties: Code-switching/Borrowing/Loan-

words/Assimilation.

- Code choice: High variety versus Low variety.
- Functional distribution of codes.
- Domains of language use (Fishman's definition).
- Diglossia: the broad definition (Fasold 1984), and narrow definition (Ferguson 1972)
- Polyglossia.

Unit five: Language change

- Language shift
- Language death
- Language loss
- Language maintenance
- Language revival

Course objectives

The field of sociolinguistics is the study of the complex relationships between language and society. The aim of the course is then:

- To provide students with a comprehensive introduction into the main issues of sociolinguistics
- To endorse students' awareness about the relationship between language and society.
- To expound the effect of social factors on language use.
- To enable students to gain a deeper understanding of the intricate ways in which society and language mutually influence each other following different variables.

Methodology

During each course, concepts are introduced through their definitions, descriptions and explanations, so that students will have a deeper perception of

the above issues. The course is regularly backed up by balancing reading materials to be read at home, and discussed in classroom under content-oriented questions of the teacher.

Students are required to debate the pros and cons of texts in a strategic and argumentative manner through top-down processing. They shall be able to detect the key words and focus on the different issues raised on the page through a bottom-up processing.

Evaluation

An exam is scheduled at the end of each semester (summative evaluation). It consists of topics or quotes that ought to be discussed in the light of theories and concepts taught in classroom.

References

- Holmes, J. (1992). *An Introduction to Sociolinguistics*. London and New York: Longman.
- Hudson, R. A. (1988). *Sociolinguistics*. Cambridge: University Press.
- Romaine, S. (1994). *Language in society: An introduction to sociolinguistics*. Oxford: University Press.
- Trudgill, P. (1990). *Introducing language and society*. London: Penguin.

- **Level of Instruction:** 3rd Year
- **Module:** Langue 7
- **Subject:** DISCOURSE ANALYSIS
- **Coordinator:**

Course Objectives:

Course description :

This course includes engaging tasks provided for students to practice using the tools necessary to work with discourse analysis. It aims to present discourse analysis as a distinctive research methodology. This course considers how language use enacts social and cultural perspectives and identities. The topics dealt with include :

- Introducing discourse analysis
- Tools of discourses
- Social languages
- Intertextuality
- Context
- The situated meaning
- Processing and organizing language
- Samples of discourse analysis

Learning outcomes :

By the end of the course, students should be able to use the tools necessary to work with discourse analysis.

Students will gain both practical and theoretical background in how to do discourse analysis.

Course resources :

Gee, J.P. (2014). *An Introduction to Discourse Analysis : Theory and Method*. London & New York: Routledge.

Gee, J.P. (2014). *How to do Discourse Analysis : a toolkit*. London & New York: Routledge.

Assessment : Assessment must encourage learning and maintain academic standards. It includes attendance and participation as well as written tests and group presentation. The tests should include the analysis of spoken and written texts using the tools of analysis presented in the lectures. The oral presentation asks students to review an article from the field of discourse studies.

Course coordinator : Samira Farhat/ email : samirafarhat_flsh@yahoo.com

University of Sousse

Faculty of Arts and Humanities

English Department

Tutorial: TEYL semester 1

Course Description

Course Syllabus

The course introduces students to the practice of teaching English to young learners. On the one hand, theories of young learners' cognitive and learning developments will be examined. On the other hand, issues related to the reality of teaching young learners; from language teaching policies to classroom management, to maintaining discipline will be addressed. The following lessons have been designed:

Week 1. Introduction

Week 2. Learning and Development

Week 3. Learning the First Language at Home and at School

Week 4. Learning a Second/Third Language at home and at School

Week 5. Learning to Learn

Week 6. Policy: Primary ELT Programmes

Week 7. Theme-based teaching and Learning

Week 8. Classroom Management and Atmosphere

Week 9. Maintaining Discipline in the Classroom

Course Methodology

The course is conducted through tutorial sessions based on pre-selected reading materials available to students and compiled in a textbook. Students are required to take part in oral classroom presentations for which they are given marks. After each presentation, the teacher takes up the raised issues and further explains the content with a critical assessment of the overall chapter. It goes without saying that regular attendance and active participation of students, in parallel, are endorsed.

Course Objectives

The course aims at:

- Acquainting students with the characteristics of young learners and enhancing their knowledge about TEYL in general.
- Enabling them to have a comprehensive view about the different theories of learning English by young learners
- Making them familiar with the technical vocabulary of TEYL.

- Students are introduced to the implications of theories for teaching English to young learners in Tunisia.

Evaluation

Oral presentation: (20%) (Students should display that they can: remember key concepts, understand the major ideas, apply theories to real situations, analyze arguments, evaluate feasibility and create learning materials and observation tools.)

Written exam (80%): scheduled during the semester.

Further Readings

- Cameron, L, Mccay, P. (2014). Bringing Teaching into the Young Learner Classroom. UK: Oxford University.
- Cameron, L. (2009) Teaching Languages to Young Learners: Cambridge University Press.
- Lindstromberg, S. (2009) Language Activities for Teenagers. Cambridge Handbooks for Language Teachers: Cambridge University Press.
- Pinter, A. (2006) Teaching Young Language Learners: Oxford University Press.

University of Sousse

Faculty of Arts and Humanities (English Department)

Tutorial: TEYL semester 2

Fatma Ben Slamia

Course Description

Course Syllabus

The course introduces students to the different steps of lesson design in a TEYL classroom. The following lessons have been designed for students:

Week 1: Introduction

Week 2: Teaching speaking

Week 3: Teaching listening

Week 4: Teaching reading

Week 5: Teaching writing

Week 6: Teaching integrated skills

Week 7: Teaching grammar

Week 8: Designing a lesson with storytelling

Week 9: Learning how to learn

Week 10: Effective assessment activities

Course Methodology

The course is conducted through tutorial sessions based on pre-selected reading materials available to students and compiled in a textbook. Students are required to take part in oral classroom presentations for which they are given marks. Each week students practise teaching TEYL by delivering a mini-lesson for 30 minutes or so. Meanwhile, 3 students observe their performance and then share their comments and feedback with the whole class. The teacher in turn evaluates the relevance and consistency of the activities with their corresponding stages, corrects students' mistakes and suggests other creative ideas and tasks to improve the teaching input.

Course Objectives

The course aims at:

- Acquainting students with the stages of a lesson plan.
- Making them familiar with the technical vocabulary of a lesson design.
- Giving them opportunities to practice micro-teaching.

Evaluation

Oral presentation: (20% on a weekly basis). Regular attendance and active participation of students are also required and encouraged.

Written exam: (80% scheduled during the semester). Students, who are provided with a particular teaching skill, are required to design the different stages of a lesson plan along with their detailed teaching activities. Relevance and consistency of the tasks and students' creativity are evaluated and scored.

Further Readings

- Cameron, L, Mccay, P. (2014). Bringing Teaching into the Young Learner Classroom. UK: Oxford University.
- Cameron, L. (2009) Teaching Languages to Young Learners: Cambridge University Press.
- Lindstromberg, S. (2009) Language Activities for Teenagers. Cambridge Handbooks for Language Teachers: Cambridge University Press.
- Pinter, A. (2006) Teaching Young Language Learners: Oxford University Press.

General Description:

- **Level of Instruction:** 3rd Year
- **Module:** ELECTIVES III
- **Subject:** Advanced Reading and Writing

Course Objectives:

The course aims to develop students' academic language. It aims to equip them with the skills and strategies that enable them to develop as autonomous readers and writers. It focuses on the study and practice of the writing genres that students mostly need to write during their academic studies. While first and second year reading/writing courses aimed to introduce students to the basics of academic reading and writing, this course invites students to think critically about what they read and helps them develop analytical and argumentative strategies that enable them to present and support their own ideas in writing. They will read, reflect on, and respond to authors' ideas and arguments. They will write essays in which they discuss, evaluate writers' arguments, and support their opinions with evidence from sources. Finally, the course also aims to initiate students to writing from library and web-based research and writing from field research.

Methodology:

The course follows a content-based approach to the teaching of reading and a genre-based approach to the teaching of writing. The reading course is built around themes that are of students' interests. Writing instruction is based on the study of the academic genres that students mostly need to learn to write during their academic studies. Instruction is mainly learner-centered. Learners are invited to be active participants in the learning process by contributing their own ideas and views to the information given by the teacher. Students also have the opportunity to explore topics of their choice and to search for the relevant readings relating to their chosen topics. They are encouraged to collaborate with their peers and to take part in the decision-making process. Students are invited to work in pairs and groups, do oral presentations, and conduct writing projects outside class.

Learning Outcomes:

By the end of the course students will:

- Be able to read long and complex academic texts/articles;
- Develop effective reading skills and strategies that will help them read an academic text/article efficiently and critically;
- Develop a clear awareness of the relationship between reading and writing in academic studies;
- Develop an awareness of text organization and genre expectations;
- Develop audience awareness in academic writing;
- Be able to write effective essays using information from outside sources;
- Be able to summarize texts/articles and paraphrase authors' ideas;
- Be able to synthesize sources;
- Be able to use in-text citations effectively;
- Be able to conduct library and web-based research;
- Be able to evaluate web sources
- Be able to document sources appropriately.

Assessment:

Continuous assessment

Oral 20%

In class final exam: An integrated reading/writing exam 80%

University of Sousse

Faculty of Arts and Humanities

English department

Course: Literary translation (Arabic-English)

Course Description

This one-semester course provides a practice of Arabic-English translation. The emphasis is put on translating literary texts and poems from Arabic into English, and students are asked to produce adequate English target texts. The Arabic source data are selected from Arabic novels and poems. Approaches to translation were also taught to acquaint students with the theoretical aspect of this course. I also shared some research papers on translation with my students.

Course Objectives

The course is aimed at:

- Promoting the skill of translating and transferring lexical terms from the source language to the target language.
- Training students to place the right word in the right context, with regard to the selection of accurate grammatical forms, and corresponding lexical items.
- Writing a well-structured and coherent target text by stressing the importance of cohesive devices.
- Making students aware of the importance of the pragmatic context and pragma-linguistic equivalence between the two languages, in order to avoid word-for-word translation.
- Increasing students' awareness about the cultural differences between the source language and the target language.

Methodology

The course is under the form of weekly translation assignments. Students are constantly provided with source texts that must be pre-translated at the beginning of each lesson. The assigned texts are workshopped, analysed and discussed, so that translation is negotiated between the teacher and students and between students themselves. This communicative approach to translation would motivate students to discuss translation problems, self-evaluate themselves and be an active participant in building the final version of the target text. A new text is given to students to be translated for the next week where the same method is used.

Evaluation

Students are due to sit for an exam at the end of semester, where they are asked to translate a text under time constraints. Grades are allocated to students for accuracy and fluency of language. The student's translation should be well presented and well written with respect to the rules of grammar, structure, semantic and pragmatic meanings. A minimum of equivalence between the source text and the target text is also expected.

References

- Baker, M. (1992). *In other words*. London and New York: Routledge.
- Bell, R. T. (1991). *Translation and translating*. London and New York: Longman.
- Mansouri, M. Arabic-into-English translation: Practical difficulties and practice texts. Tunis: Fondation Nationale de la Recherche Scientifique.
- Mansouri, M. (2006). Arabic-into-English translation: Student's book and instructor's guide. Tunis: Faculté des Lettres Manouba.

- **Level of Instruction:** 3rd Year
- **Module:** Langue 07
- **Subject:** Semantics
- **Coordinator:**

Course Description:

Objectives

The course aims at:

- Introducing students to basic concepts in Lexical Semantics.
- Making them familiar with the main theoretical approaches namely, the Holistic or Contextual Approach, the Componential or Localistic Approach, and the Coceptual Approach..

Learning Outcomes

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

- Distinguish all lexical relations that exist between words (such as synonymy, antonymy, converseness, hyponymy, meronymy, etc.)
- Distinguish the logical relations that exist between sentences namely, paraphrase, contradiction, entailment, presupposition

Teaching Method

The course is conducted through lectures based on powerpoint presentations focusing on the main theoretical points, and tutorial sessions based on pre-selected exercises (cf. The course outline & the schedule below).

Students are required to attend both the lecture and the tutorial sessions on a regular basis and to actively take part in oral classroom work (for which they are given marks).

Assessment

Evaluation is in the form of two examinations: a Progress Test or an Oral Examination towards the end of the second semester AND a final written examination in May (together with Phonology-Morphology).

- Oral test: 10%
- Classroom test: 20%
- End of term exam: 70%

Total grade: 100%

General Description:

- **Level of Instruction:** 3rd Year
- **Module:** Analyse du texte littéraire 5
- **Subject:** Theories of Literary Criticism

Course Objectives:

The course aims to enhance third year students' hitherto approximate and disparate knowledge of literary theories and criticism. 1st and 2nd year courses on literary theories are introductory courses. In this 3rd year course the focus of the 1st semester lectures will be on classical approaches and theories such as "Realism", "mimesis", "meaning", "authorship", "theme", "interpretation", "history", "liberal humanism", "Romanticism", "Formalism", "Structuralism", "Practical" and "New Criticism", etc.

Methodology:

The course is based on a series of two-hour lectures. The students will be exposed to a different literary topic, trend, period, or theory in each lecture, with extensively developed examples to illustrate the different theoretical aspects under study. Handouts will be provided whenever needed.

Suggested Reading List:

Aristotle. *Poetics*.

Bennett Andrew and Royle Nicholas. *Introduction to Literature, Criticism and Theory*. London: Prentice Hall, 1999. Print.

Bertens Hans. *Literary Theory: The Basics*. London: Routledge, 2003. Print.

Lodge David, ed. *Modern Criticism and Theory*. London: Longman, 1988. Print.

Tyson Lois. *Critical Theory Today*. London: Routledge, 2006. Print.

Learning Outcome:

By the end of the course students are expected to show a good knowledge of the most frequently used theories of literary criticism, forms, genres, periods, and trends; and to be able to write coherent essays on theories of literary criticism (with pertinent examples from the syllabus).

Assessment:

Being solely theoretical and part of a fourfold module, the course cannot be included in the continuous assessment tests. Exam topics related to it may nonetheless be submitted in the finals. In the other components of the same module, the students sit three exams at different periods of the semester. The overall evaluation of their skills is carried out in 3 stages: oral and written (continuous assessment tests during the semester), and final exam. The oral mark represents 10% of the whole grade; the written test 20%; and the final exam 70%. *N. B.: The grade 10/20 allows the student to pass the module.*

University of Sousse
Faculty of Arts and Humanities
Level: Second year
Course: Technical translation (Arabic-English& English-Arabic-)

Course Description

This semi-annual course is designed for third year students and will provide practice of Arabic-English and English-Arabic translation. The emphasis is put on translating texts about *economy, finance, business, medicine, law*. The source texts are selected from magazines, newspapers and books

Course Objectives

The course attempts to achieve the following goals:

- Make students understand the particularities of the technical translation.
- Make them familiar with the specialised vocabulary of this type of translation.
- Help them master and develop the linguistic skills necessary to the practices of specialised translation.
- Enhance bidirectional translation

Methodology

The teaching approach is based on translation assignments to be translated beforehand by students and corrected in classroom. Different versions of the translation are suggested by students. Propositions are discussed between students first (peer interaction), and then negotiated between teacher and students (teacher-learner communication). A final agreed version is delivered to students. Rules of grammar and other linguistic guidelines are stressed in order to ensure an accurate and adequate production of a target text.

Evaluation

Students are due to sit for an exam at the end of semester, where they are asked to translate a text under time constraints. Grades are allocated to students for accuracy and fluency of language, vocabulary, grammar and sentence structure. Faithfulness to the original version and target text's layout are also taken into consideration when scoring the exams.

References

Dickens, J., Hervey, S., & Higgins, I. (2002). *Thinking Arabic translation: A course in translation method: Arabic to English*. London: Routledge.

Hatim, B. (1997). *English-Arabic / Arabic-English Translation: A Practical Guide*. London: British Library Cataloguing in Publication Data.

General Description:

- **Level of Instruction:** 3rd Year
- **Module:** Analyse du texte littéraire 6
- **Subject:** Theories of Literary Criticism
- **Coordinator:** Mansour Khelifa

Course Objectives:

The course aims to enhance third year students' hitherto approximate and disparate knowledge of literary theories and criticism, and build on information provided during the 1st semester. The 2nd semester lectures will proceed with special emphasis on the mushrooming modern theories of literary criticism such as "Structuralism & Post-structuralism", "Postmodernism", "Marxism and Cultural materialism", "Ideology and Power relations", "Feminism", "Psychoanalysis", "Reader-response", "Deconstruction", "New-historicism" and "Post-colonialism".

Methodology:

The course is based on a series of two-hour lectures. The students will be exposed to a different literary topic, trend, period, or theory in each lecture, with extensively developed examples to illustrate the different theoretical aspects under study. Handouts will be provided whenever needed.

Suggested Reading List:

Althusser's (Louis). "Ideology and Ideological State Apparatuses". Mary Klages. Nov. 2001. <http://www.colorado.edu/English/ENGL2012Klages/1997althusser.html>. Marxism and Structuralism, an extended essay. Web.

Bennett Andrew and Royle Nicholas. *Introduction to Literature, Criticism and Theory*. London: Prentice Hall, 1999. Print.

Bertens Hans. *Literary Theory: The Basics*. London: Routledge, 2003. Print.

Lodge David, ed. *Modern Criticism and Theory*. London: Longman, 1988. Print.

Tyson Lois. *Critical Theory Today*. London: Routledge, 2006. Print.

Learning Outcome:

By the end of the course students are expected to show a good knowledge of the most frequently used theories of literary criticism, forms, genres, periods, and trends; and to be able to write coherent essays on theories of literary criticism (with pertinent examples from the syllabus).

Assessment:

Being solely theoretical and part of a fourfold module, the course cannot be included in the continuous assessment tests. Exam topics related to it may nonetheless be submitted in the finals. In the other components of the same module, the students sit three exams at different periods of the semester. The overall evaluation of their skills is carried out in 3 stages: oral and written (continuous assessment tests during the semester), and final exam. The oral mark represents 10% of the whole grade; the written test 20%; and the final exam 70%. *N. B.: The grade 10/20 allows the student to pass the module.*

- **Level of Instruction:** 3rd Year
- **Module:** Analyse du texte littéraire 5
- **Subject:** Drama
- **Coordinator:** Zied Ben Amor

Course Description:

Overview

Of the thirty-seven plays William Shakespeare is credited with writing none has enjoyed more popularity than *Hamlet*. This play is the crowning glory of the career of William Shakespeare. It also remains a staple at English departments curriculums and has been read in classrooms around the world

Rationale

The following questions will be raised: Why teach Shakespeare?

“The emotions expressed reach across centuries: love, hate, awe, tenderness, anger, despair, jealousy, contempt, fear, courage, wonder.”

What are the reasons of delay in *Hamlet*?

How can consider *Hamlet* as Tragedy and the prince as a Tragic Hero?

Coordination

Coordination can work best if everyone conducting the TDs knows the major points that are being emphasised in lectures. Otherwise some groups might not get the opportunity to understand how the points and issues of the lecture are inscribed in the text.

Objectives

By the end of the semester, students should demonstrate that they are able to complete a variety of tasks that are aligned with academic standards:

- Demonstrate ability of understanding and interpreting dramatic texts.
- Demonstrate fluency and comprehension in reading.
- Read and understand Renaissance works of literature.
- Analyse the effectiveness, in terms of literary quality, the author’s use of literary devices.
- Read and respond to fiction, including drama.
- Maintain a written record of activities, course work, experience, etc.

Strategies

Teaching *Hamlet* or any Shakespeare play requires a different approach than other types of literature mostly because of the preconception students have about the difficulty of studying Shakespeare’s plays. For this reason the following devices are used:

- Web Quests: The Web Quest is a good icebreaker and helps ease the anxiety for students.
- Storytelling
- Performing, role playing, miming, staging.
- Quizzes
- Watching videos

Lectures

Lectures will emphasise the characteristics of the Renaissance in England and their implications on the work of Shakespeare both at the level of themes and techniques of representation. A critical history of the play will also be given to the students.

The themes that will be developed in lectures are going to be the following:

- **Revenge:** definition of „revenge tragedy“. Revenge in Renaissance theatre. Revenge in relation to the different characters. 2

- **Hamlet as a psychological drama:** the thesis of “revenge” will be undermined.

- **Madness:** a cogitation over „the antic disposition“ of Hamlet.

Whether Hamlet is ever mad, ever pretends to be mad or is considered mad by whom and at what times, is something over which critics of the play argue long and hard. Performances of the play convey different impressions of the state of Hamlet’s mind. We will try to trace the boundaries of the consciousness and unconsciousness of both Hamlet and Shakespeare in the portrayal of his hero.

- **Action Vs thought:** we will try to analyse, basically through the character of Hamlet, how he is a man of thought rather than a man of action. A close study of his character will be useful in this case.

Other themes such as love, honesty, adultery and family relationships should be mentioned both in lectures and TDs.

- **The Problem of the Ghost:** is the ghost as the Prince himself declares „a spirit of health or a goblin damned“? The ambiguous status of the Ghost reflects Hamlet’s moral dilemma. The Ghost rejects Hamlet’s pity to stir it after. His encounter with Hamlet signals to the audience the latter’s unfitness for the role of revenge hero.

- **Hamlet’s dilemma:**

* The desire to take revenge and to accomplish the ghost’s bid.

* The loss of a father and a mother.

* The loss of a lover.

* Psychoanalytic interpretations having to do with the oedipal dimension of Hamlet’s relationship with his mother.

* Philosophical, existentialist questions that lead Hamlet towards estrangement, self-loathing and alienation.

The Carnavalesque: Defining this device as a strategy of subversion will be highlighted.

Metatheatre: This concept will be related basically in relation to the play-within-the play and is accompanied by theatricality. Indeed, Hamlet is a celebration of theatre.

From a technical perspective, lectures will emphasise:

- **Imagery:** Shakespeare’s poetry. The great variety of images he uses. The way the characters express themselves graphically (mental pictures, personification, simile, metaphor, epic imagery, pictures of disease and corruption. Everything is connected in *Hamlet*, including the welfare of the royal family and the health of the state as a whole.

- **The play-within-the play:** an exploration of the notion of metatheatre. The craft of Shakespeare. The effect of this concept both on the making of the play and the building of the character of Hamlet.

- **The importance of soliloquies.**

The critical reception of the play:

- A general overview of the classical reception ranging from the 18th C readings of the play to Romanticism and early 20th C criticism will be given.

- An outline of Structuralist and Post-structuralist approaches will be developed.

- Feminist Criticism.

- Political criticism.

These topics give us more than enough focus on in the TDs.

Classes/TDs

TDs should emphasise textual excerpts targeting these areas and should directly involve the

students through question and discussion, rather than provide them with analyses. 3 Instead of giving a list of passages that we all should use in our TDs, I recommend that each of us select his own TDs with the targeted areas in mind. We should enjoy flexibility within structure, draw on our particular strengths, and help provide the students with a wider variety of passages that they can refer to. Here are, though, a few suggestions of some possible excerpts:

- Act I, scene 2 (1-76): Discrepancy between appearance and reality. The study of the character of Claudius. The opposition between Hamlet and Claudius.
- Act I, scenes 4 and 5: a study of the confrontation scene between Hamlet and the Ghost
- Act III, scene I, Hamlet's soliloquy and „the nunnery episode“.
- Act III“ scene II, the play-within-the play (*The dumb Show, The Murder of Gonzago*).
- Act IV, scene I: an intimate conversation between Claudius and Gertrude that shows that the couple share virtually nothing of what has just happened to them. Shakespeare presents husband and wife as suffering in mutual isolation beneath a veneer of intimacy.
- Act IV, scene 4 (32-66): Hamlet's soliloquy. The emotional logic of Hamlet. A penetrating insight into the process of Hamlet's tortured thinking. Hamlet Vs Fortinbras. Hamlet's morality Vs the Christian morality (the meaning of „divine ambition“).

These extracts are nothing but samples of what we could introduce to the students. We should also be aware of the importance of female characters and other minor characters and their contribution both to the major themes of the play and the building of Hamlet's character.

METHODOLOGY AND GRADING CRITERIA

The last class session should be dedicated to discuss essay methodology and grading criteria issues:

I- Thesis:

Clear thesis.

Clarity of purpose.

Responds to topic.

II- Knowledge of course material

Use of quotations.

Accurate information.

Mastery of key concepts of Renaissance drama and dramatic conventions.

III- Critical perspective

Draws conclusions from data.

Does not summarise the plot.

Interrogates assumptions.

Draws analogies.

IV- Mechanics

Organization: Introduction, development and conclusion.

English: grammar, spelling, sentence structure, vocabulary, composition.

Punctuation and paragraphing.

Transitions, coherence and logical progress from one argument to another.

- **Level of Instruction:** 3rd Year
- **Module:** Analyse du texte littéraire 6
- **Subject:** Drama
- **Coordinator:**

Course Objectives:

Objectives

The main objective of this course is to acquaint students with the structural and thematic ingredients of a modern tragedy: the anti heroic protagonist, the social and economic forces that doom the tragic character, and the absence of any measure of self-knowledge or recognition. Special emphasis is put on the idiosyncratic differences between the stature of the classical tragic hero and the modern one. The structural features of a modern tragedy taking place within the mind of the protagonist are also studied in detail.

Thematically, the focus is put on the illusive notion of the American dream and how its confusions lead to the protagonist's tragic end. Willy Loman anachronistically believes in the success stories of an earlier and less complex American society, that of his father and brother. Students are introduced to the idea that the American dream is a dynamic notion, changing over the decades, depending on the circumstances and how such vision slips any fixity.

Outline:

Contents

Week 1 The makings of a modern American tragedy

Week 2 Two modes of writing, realism and expressionism

Week 3-4 The inside of Willy's head

Week 5 The ghosts of the past

Week 6 -7 The pastoral and urban vision in Willy's head

Week 8 Biff and the theme of homecoming

Week 9 Ben, the satanic figure

Week 10 The climax, the revelation in the restaurant

Week 11 Tragic denouement in modern drama

Week 12 Is Willy an anti-hero?

- **Level of Instruction:** 3rd Year
- **Module:** Analyse du texte littéraire 5
- **Subject:** Poetry
- **Coordinator:**

Course Description:

Objectives

- 1- To introduce Romantic poetry in its historical and literary context (as a reaction towards the French, American and the Industrial Revolutions, as a reaction to the Augustan Age).
- 2- To define Romanticism.
- 3- The major focus of the lecture is to be put on the main themes and literary implications that characterize British Romanticism (first and second generations)

Contents

With the Romantics, there was a developing interest in certain subjects namely: Nature, the self, experience (social, political, personal, as shaped by the perceiving self and as shaping that self), poetic imagination and creativity, the romantic poet as a prophetic figure of a charismatic power, authenticity and individuality, the picturesque and the sublime, dreams.

Required and Recommended Readings

Blake, William. *Selected Poetry and Prose*. Routledge English Texts Series, David Punter editor. London: Routledge, 1988.

Bloom H. & Lionel Trilling (eds). *Romantic Poetry and Prose*. N.Y. : Oxford University Press, 1973.

Watson, J.R. *English Poetry of the Romantic Period 1789-1890*. London: Longman, 1992.

Wordsworth, W. *Selected Poems*. NY & London: Penguin Classics, 1996.

Teaching Methods

- The course will be exploited using a combination of lecture, textual analysis and discussion.
- An exhaustive reader with large excerpts from the references mentioned in the bibliography and / or provided to the students in due time.

Assessment Methods

By the end of the term, the main objective is to assess the student's grasp of the thematics of Romantic poetry and their aptitude to support this with poems studied in class.

- **Level of Instruction:** 3rd Year
- **Module:** Analyse du texte littéraire 6
- **Subject:** Poetry
- **Coordinator:**

Course Objectives:

To introduce 3rd-year students to the main tenets and themes of Transcendentalism

Methodology:

Lecture: presentation of the main concerns and premises as well as the key figures of the movement

Learning Outcomes:

The student's grasp and understanding of the main thematic concerns of Transcendentalism and the contributions of R.w. Emerson, Thoreau, Whitman and E. Dickinson to the movement.

Assessment:

The student is to be given a topic to assess his/her understanding of the ideas presented to them in both lecture and TD.

- **Level of Instruction:** 3rd Year
- **Module:** Analyse du texte littéraire 5
- **Subject:** Fiction
- **Coordinator:**

Course Description:

The purpose of teaching Virginia Woolf's *Mrs Dalloway* is the introduction of the students to technical and thematic elements relevant to the modernist novel. Technically, the students are introduced to the stream of consciousness technique as a narrative method adopted by the novelist to depict the unspoken, hidden and repressed areas of the different characters. The rejection of realism in favour of this new technique is meant to deal with the political, social and psychological disruptions and upheavals in the aftermath of the WORLD WAR I. The trauma caused by the first technological war, the fragmented personality and life, the disorder, personal and national, are all best rendered through the stream of consciousness narrative technique.

Course Outline:

The trauma of the war
Modernism
Stream of consciousness technique
The modern city and the self
Madness and proportion
Power and discourse
Empire
Feminist themes

Module: British Literature: Victorian Novel

Course: Third Year Students

Semester 1

Prepared by Monia CHOUARI JERFEL

1. Course Description

Victorian literature provides for its readers a great deal of writings that partly abide by Victorian cultural norms and partly interrogate them in an attempt to reform. The post-industrial revolution is a period that witnessed swift changes especially with the emergence of the rising capitalist system that was to a large extent supported by the Benthamite Utilitarian philosophy. This philosophy that is constructed upon the "felicific calculus [that] required a numerical index of "pleasure" ... became attenuated to financial gain, the form of self-interest" that was applied in the field of economics (Thorold, *Hard Times*, XI). The changes as reported in fictional terms, in fact, have repercussions on all the domains of life, such as family, marriage and divorce, laws and robbery and in particular the educational system in the mid-Victorian period.

Expressing his indignation at an educational system that robs or destroys children innocence, Charles Dickens (1812-1870) published *Hard Times* (1854) that although it does not respond to the readers' expectation about suggesting a practical reform, it attempts to raise the consciousness of the Victorian society to the threatening features of the educational system of the time. A comparison between Elizabeth Gaskell's social problem novels *Mary Barton* and *North and South* will further consolidate the main controversial issue raised in the current course description of *Hard Times*.

This novel is selected for third year students not only because it is classified in the category of industrial novels or social problem novels (Raymond Williams), but because it embodies the sublime writing techniques of Dickens who interweaves the industrial theme through the use of figurative style and stylistic devices like sarcasm and humour. *Hard Times* speaks about hard times of the teacher as well as the pupils. This novel presents the author's critical reading and assessment of mid-Victorian society and its values with a particular emphasis on the futile Utilitarian system of education (Cf. Jeremy Bentham's philosophy of Utilitarianism).

2. Objectives:

By the completion of the course, students will be able to:

- Understand the historical (post-industrial society) and biographical events of the writing of Dickens' *Hard Times* and Gaskell's *Mary Barton* and *North and South*.
- Grasp the main notions of class-division and its impact on education, social relations, and the political power.
- Absorb the paradoxical set of cultural norms governing the master-worker relationship.

3. Weekly Syllabus and Schedule of Presentations about selected *Hard Times*

Week 1: Broad introduction about Ch. Dickens and his work.

- Introduce major critical issues of mid-Victorian writings.
- A brief presentation of Jeremy Bentham's Utilitarian philosophy.

Week 2: Presentation #1: Utilitarian education that endorses Facts vs. fancy.
Passage analysis: Ch. 1+2; pp: 3-8 ,15, 39 & 41.

Week 3: Presentation #2: Characters and Characterisation: Thomas Gradgrind & Josiah Bouverdy
Passage analysis: Ch. 4; pp: 12-18 (criss-cross reading)

Week 4: Presentation #3: *Hard Times* an Industrial novel. Investigating the social and economic misery of the working class people.
Passage analysis: pp: 71; 118-20.

Week 5: Presentation #4: Study the importance of the presence of Sissy Jupe, the circus girl, in Gradgrind family.
Passage analysis: 43-4, 49.

Week 6: Presentation #5: Significance of the title *Hard Times* (three implications, at least)
Passage analysis: 79-80, 84-5.

Week 7: Presentation # 6: Examine the Point(s) of view and narrative technique in the novel.
Passage analysis: pp: 200-203.

Weeks 8: Presentation #7: Themes: human relationships, love and hatred, nature and culture, reason and emotions, facts and fancy.
Passage analysis: 50, 60, 64 & 69.

Week 9: Presentation # 8: Plot and structure of *Hard Times*
Sowing (16 chaps); Reaping (12 chaps); Garnering (9 chaps)

Week 10: Presentation #9: Symbolism of the characters' names as regards the central issues in *Hard Times*.

Week 11: Presentation #10: **Didacticism:** Good comes out of evil.

Week 12: Presentation #11: Comparison between the working class suffering in *Mary Barton* & *Hard Times*

Week 13: Presentation #12: Study of working class conditions in *North and South* and *Hard Times*

Week 14: Mock exam (writing an essay)

Suggestions for Further Reading

Allingham, Philip V. "Theme, Form, and the Naming of Names in *Hard Times*." Readings on *Hard Times*. Ed. Jill Karson. San Diego, CA: Greenhaven, 2002: 104-20.

Alton, Anne Hiebert. "Education in Victorian Fact and Fiction: Kay Shuttleworth and Dickens's *Hard Times*." *Dickens Quarterly* 9.2 (1992): 67-80.

Barnes, Christopher. "Hard Times: Fancy as Practice." *Dickens Studies Annual: Essays on Victorian Fiction* 34 (2004): 233-58.

Bloom, Harold, ed. *Modern Critical Interpretations: Charles Dickens' Hard Times*. New York: Chelsea House, 1987.

Ingham, Patricia. "Dialect as 'Realism': *Hard Times* and the Industrial Novel." Review of *English Studies: A Quarterly Journal of English Literature and the English Language* 37.148 (1986): 518-27.

Kaplan, Fred. *Dickens: A Biography*. New York: William Morrow, 1988.

- **Level of Instruction:** 3rd Year
- **Module:** Analyse du texte littéraire 6
- **Subject:** Fiction

Course Objectives:

This course is aimed at acquainting the students with the work of a major American writer: *The House of the Seven Gables* by Nathaniel Hawthorne. It will put heavy emphasis on the fact that Nathaniel Hawthorne contributed to the creation of a distinctive American Literature.

Methodology:

The course is divided into twelve lectures first focusing on the historical and religious background, on the life of Nathaniel Hawthorne and his Puritan legacy, on his major works, on the Romance and the Gothic genre, then studying the treatment of characterization, narration, themes and style.

In parallel are the tutorials centering on key-passages of the novel as evidence for what is discussed in the course.

Learning Outcomes:

The objectives of the module are for the students:

- to learn how to enjoy reading a sophisticated novel.
- to learn how to analyze a literary text and develop their literary critical skills.
- to learn how to write an essay sustaining relevant ideas with elements from their reading.

Assessment:

The final assessment for this subject will either be an oral mark (based on a presentation or a project), a D.S. or a final exam depending on the drawing of lots operated by the Head of Department.

Faculty of Arts & Human Sciences

Department of English

University of Sousse

US DRAMA COURSE

(Spring Term 2018)

Course Title: Sam Shepard's *Buried Child* (1978)

Level 3 : Semester 6

Coordinator: Monia Chouari Jerfel

1-Course Description:

This course introduces *Buried Child* (1978) as one of the most prominent family plays in the 1970s by Sam Shepard (1935-2017). The selected play, *Buried Child* that

will be brought under investigation won the Pulitzer Prize in 1979. We will explore its thematic concerns, characterization and stage directions. Throughout 12 lectures, we set forth to examine Shepard's distinct postmodernist play (with crisscross references to Shepard's contemporary male American playwrights like Arthur Miller, Tennessee Williams, Eugene O'Neil and Edward Albee). Students will be acquainted with the playwright's socio-cultural background added to the historical context that marked the US during the 1970s and 80s. This course will, therefore, concentrate on the cultural and historical events that have impact on the production of the play.

2- Course Objectives:

This course aims to:

- a- Introduce the students to Shepard's social, cultural, political and economic context of the diversity of his dramatic writing, in particular *Buried Child*.
- b- Acquaint the students with the movements of postmodernism and feminism in America.
- c- Evaluate the significance of Shepard's play from theories of Post modernism and Feminism.
- d- Enhance the students' analytical and critical skills by investigating the stage directions or performance techniques that are symbolic in the theatrical presentation of *Buried Child*.

3. Weekly Syllabus:

Schedule of Presentations in Weekly Tutorials:

This is a preliminary outline of the course. Dates and topics are subject to change. Any changes will be announced in your class.

Week 1: Introduction: Shepard's biography. Bibliography provided for students.

Week 2: Political and historical context: the impact on the writing and success of the theatrical performance in Off-Broadway; Main controversial issues raised in BC.

Reference to the text. Leslie A. Wade.

Week 3: Presentation#1: Act One (22-38): plot and context

Week 4: Presentation#2: Act Two (39-66): characterization: Dodge, Halie & Tilden

Week 5: Presentation#3: Act Two (67-78): Conflict & illusion; Breakdown of traditional values as regards the American Farming Family (Dysfunction)

Week 6: Presentation#4: Act Three (79-114): Realism and symbolism in BC

Week 7: Presentation#5: Religion, incest, sins, salvation, ethical values and

evaluation: (Sophocles' Oedipus Rex (429 BC)); Shepard's *Buried Child* (1978).

Week 8: Presentation#6: Analysis & Interpretation of *Buried Child* as a Postmodernist play

Week nine: Presentation#7: Gender Issues in *Buried Child*

Week ten: Presentation#8: Silence and Secrecy in Shepard's play.

Week eleven: Presentation#9: Humour/Sarcasm is partly Shepard's theatrical style in *Buried Child*.

Week twelve: Staging the crisis of the American Citizen during the 1970s

Week thirteen: Symbolism of Rain from the Christian perspective

Week fourteen: Recapitulation session/ Progress Test

- **Level of Instruction:** 3rd Year
- **Module:** Concepts culturels et civilisationels
- **Subject:** British Civilization 5
- **Coordinator:** Jonathan Mason

Course Description:

Course: The Transformation of Britain: 1945-2014

General Description

At the end of World War II, Britain was still an almost exclusively white Anglo-Saxon country that was an imperial power ruling a quarter of the world's population. By the end of the century the empire was long gone, and Britain was just a middle ranking European country, that was also becoming increasingly multicultural and cosmopolitan.

This course will consider the social, political and economic changes that affected the country during this period, transforming it into the country that it is today. It will then consider some of the key policies of the recent New Labour and Conservative/Liberal Democrat governments, focussing on the key issues that Britain faces in the 21st century.

The course follows the introduction to British institutions and society covered in the first year, and British history from the industrial revolution to World War II covered in the second year.

Objectives and Outline

The course will be developed by looking at eleven of the most significant changes that have occurred in Britain during this period. They will be presented in approximately chronological order, though for issues that span a wider time frame a broader perspective will be taken. The eleven key themes are:

- From world war to the welfare state
- Building consensus
- The end of empire
- Racial and social change in the 1950s and 1960s
- Becoming part of the European Community
- The breakdown of consensus
- The Thatcher revolution: The conflict years
- The Thatcher revolution: The boom years
- Blair and New Labour: The Third Way and social justice
- New Britain: Diversity, devolution and independence?
- Crises, the Credit Crunch and Cameron

Approach and Method

The course will contain a number of components:

Lecture The lectures will cover the key details of each of the main issues.

Lectures will be given using PowerPoint, and students will be given a summary sheet each week to which they should add their own notes during the lecture.

TDs As well as examining specific texts related to each of the ten main issues, students will spend time discussing the issues that the changes raise.

Reading The course reader will include a selection of texts to supplement those used in the TDs. Students will be expected to read all of these, as well as searching for other relevant material on the internet and in the library.

Presentations Students will be encouraged to undertake research on a specific aspect of the transformation that Britain has undergone, and make a short presentation in class.

Video Once every two or three weeks, an episode of Andrew Marr's television documentary series 'A History of Modern Britain' will be shown. This visually portrays the transformations that have occurred during this period, and although these extra sessions will be optional, students will be strongly encouraged to attend.

Learning Outcomes

The course aims to achieve a number of key learning outcomes for students:

- To gain a clear understanding of each of the significant issues covered in the course.
- To understand how the various issues overlap and interact.
- To understand how, due to the numerous changes that have occurred, Britain is a completely different country today to that in the middle of the last century.
- To understand that many of the issues that have caused social, political, economic and cultural transformation in Britain, have affected, and still affect, many other countries too.

Assessment

Along with the parallel Anglophone Civilisation course in the '*Concepts Culturels et Civilisationnels 5*' module, there will be 3 assessment components:

7. 20% Mid-semester written task
A 50 minute essay related to one of the course topics
8. 10% Participation assessment
This includes components such as presentations, attendance and class contribution
9. 70% End of semester written exam
A 2 hour essay related to a combination of the course topics

- **Level of Instruction:** 3rd Year
- **Module:** Concepts culturels et civilisationels 5
- **Subject:** American Civilization
- **Coordinator:**

Course Description:

THE AMERICAN ERA

Major Developments in American Domestic and Foreign Policies since 1945

Relying on a thematical approach, this course proposes a coverage of the essential domestic and foreign developments between 1945 and 2014, with an interpretation of the complex political, economic, social and cultural issues related to the field.

The course is divided into 2 parts:

Part I (“*The Era of Paradoxes*”) offers an extensive description of the key political, social, economic and diplomatic events which shaped the United States of America between the end of the Second World War and the demise of the Cold War. First, we will examine the developments which marked the US approach to international relations immediately after WWII. We will also account for the arguments justifying America’s new global status. Then, we will shed light on the key domestic developments of the post-WWII era, offering a survey of the following issues: the functioning of American democracy, social conflicts and paradoxes, racial tensions, Cultural Revolution, Minority Group Movements, etc...

The main goal of Part I is to highlight America’s post-war paradoxes and contradictions of the “Two Americas”: the image of the unchallenged superpower abroad and that, less glorious and more complex, of a shaky system at home. In a word, this class is a balanced examination of the dimensions and realities of the “American Dream”.

Part II (“*The Post-Cold War Era: The American Moment?*”)

The end of the Cold War left the US without a sense of foreign policy purpose to replace that of containing Communism. So, after the demise of America’s greatest foe, the US searched for a policy toward the outside world that could be translated into clear guidelines. US leaders looked for the establishment of new strategies and new master plans. They tried to design a new roadmap to guide their country’s new role as the sole superpower. Thus, Part II proposes a description of the debate that has occupied politicians, academics, and international relations experts from the end of the Cold War until the present. It includes a balanced assessment of the various proposals made by successive administrations, with a focus on the various dimensions and long-term consequences of the September 11, 2001 tragedy.

Course Layout

Part I: 1945-1990: the Era of Paradoxes

Unit 1: Post-WWII America: The Rise to Globalism

Key Issues/Concepts: the effects of WWII / the New World Order / the Military-Industrial Complex / from “relative Isolationism” to Internationalism / from a “Continental Power” to a “Global Power”

Unit 2: The Cold War Abroad

Key Issues/Concepts: **The Origins of the Cold War:** the Yalta Conference / the Potsdam Conference / the clash of opposite ideologies / Capitalism vs. Communism / the Iron Curtain

Containment Strategies: George Kennan’s Long Telegram / Containment / the Truman Doctrine / the Marshall Plan / the Militarization of American foreign policy / NATO / the 1947 National Security Act / NSC 68 / the Korean War / the Vietnam War

Unit 3: The Cold War at Home: Dissent and Repression: McCarthyism

Key Issues/Concepts: the anti-Communism crusade / Executive Order 9835 / loyalty oaths / witch-hunting / civil liberties vs. National Security / the Cold War era’s moral paradoxes / the legacies of McCarthyism

Unit 4: The Paradoxes of American Society: “the Affluent Society” vs. “the Other America”

Key Issues/Concepts: affluent society / classlessness / rugged individualism / the Other America

Unit 5: The Sixties: The Culture of Protest

Key Issues/Concepts: The Spirit of the 1960’s / Ethnic, Social, Cultural and Sexual Revolutions / the Civil Rights Movement / Youth Counter-culture / the cultural upheaval of the 1960s / the New Left / Students for a Democratic Society / the Hippies / Minority Group Movements

Unit 6: The End of the Cold War: “The End of History?” & the Triumph of the American Way.

Key Issues/Concepts: Francis Fukuyama / The End of History? / the Triumph of Americanism

Part II: The Post-Cold War Era: The American Moment?

Unit 7: The Post-Cold War Debate: The Search for a New Role

Key Issues/Concepts: the New World Order / Neo-isolationism / Hegemony / Realism / Unilateralism / Multilateralism / Internationalism / the “threat of peace” / peace dividend

Unit 8: “Globalization” or “Americanization of the World”?

Key Issues/Concepts: The Clinton Administration: From Geo-Politics to Geo-Economics / the Clinton Doctrine of “Democratic Enlargement” / Geo-economics / The new face of the “US Empire” / Globalization’s Main Features / the Global Village / McDonaldization / Coca-Colonization / Challenging Globalization

Unit 9: “The Clash of Civilizations?” (Samuel Huntington)

Key Issues/Concepts: Cultural Conflicts / Civilization-consciousness / Polarization

Unit 10: The Bush Junior Administration: The Neo-Imperial Strategy

Key Issues/Concepts: Neo-Conservatism / September 11, 2001: “a new Pearl Harbor” / The Bush Doctrine of Pre-emptive Strikes / The War on Terror / The New Grand Strategy / the Project for the New American Century / the Assault on Iraq / Neo-Imperialism

Unit 11: The Obama Promises

Key Concepts: the future of America’s global hegemony / a “new leadership” / a “new” War on Terror

Teaching Approach

This course is a combination of lectures and TDs. Students are required to attend each class consistently and participate *actively* in class discussion. Students are expected to come to class having read and analyzed the reading materials.

Students will be encouraged to comment upon the readings, relate them to broader themes in the course and raise significant questions about the work under study. The analytical thinking, writing and reading skills that students will develop within this program will equip them for their Masters Culture Studies courses.

- **Level of Instruction:** 3rd Year
- **Module:** Concepts culturels et civilisationnels 5
- **Subject:** Anglophone Civilization (Canada)

Course Description:

- ***General Description***

This course, which is composed of a weekly lecture and a weekly one-hour TD, aims at making third year students more familiar with an Anglophone country, Canada. The course begins with a general introduction including a presentation of the country in terms of its geographical position as well as its historical background. Then, in the following units, certain aspects of Canada's social, political and economic situation are dealt with. The general purpose of this course is to point out the influence of the British culture, and Britain as a former colonial power, on Canada.

- ***Objectives***

- # The main objective of this course is to expose third year students to the culture and institutions of an Anglophone country. Students in English department should be more familiar with the history, culture and political institutions of countries whose official language is English as a consequence of British colonial heritage.
- # Introduce students to the Canadian culture and to some current issues.
- # Explain and discuss a number of key concepts, ideas and events.

- ***Approach and Method***

- # During the lecture :
 - ~ the use of slideshows gives me the possibility to make a clear presentation of the topic and gives the students enough time to take clear notes.
- # During TDS :
 - ~ texts and documents from a set of primary and secondary sources are analysed.
 - ~ students are encouraged to ask questions, participate and take notes.
 - ~ homeworks are given to students to encourage them to make researches about the main concepts studied.

- ***Learning outcome***

Students acquire the necessary knowledge about an Anglophone country and learn how to analyse civilizational documents.

- *Assessment*

Regular oral assessments during TDs and a global one held at the end of the semester. A final oral test reveals, according to me, the real level of each student.

Written exams at the end of the semester.

University of Sousse
Faculty of Arts and Humanities
English Department
Tutorial: TEFL

Course Description

Course Syllabus

Different methods are taught following a chronological evolution, and the rationale behind the rejection and rise of new methods or approaches are elucidated to students.

The following lessons are taught:

- Week1: Introduction to the scope of TEFL
- Week2: Approaches and methods in language teaching
- Week3: The audiolingual method
- Week4: The silent way
- Week5: Total physical response
- Week6: The communicative language teaching
- Week7: Cooperative language learning
- Week8: Syllabus Design
- Week9: The post-methods era

Course Objectives

The course aims at:

- Acquainting students with the characteristics of each method.
- Enabling them to have a comprehensive view about the above methods by analysing the similarities and differences between them.
- Making them familiar with the vocabulary proper to TEFL.
- Enhancing the students' knowledge about language pedagogy.

Methodology

The course is conducted through tutorial sessions based on pre-selected reading materials available to students and compiled in a textbook. Students are required to take part in oral classroom presentations for which they are given marks. After each presentation, the teacher takes up the raised issues and further explains the content with a critical assessment of the overall chapter. It goes without saying that regular attendance and active participation on the part of students, in parallel, are endorsed.

Evaluation

Oral presentations are part and parcel of the course grade. The final grade will be determined by a two-hour written exam scheduled during the semester. Students will be notified about it beforehand. A topic is suggested and students are expected to analyse and discuss it appropriately. The essay layout, language, and ideas do all count for the scoring.

Further Readings

- Celce-Murcia, M. (2001). *Teaching English as a Second or Foreign Language* (3rd ed.). Library of Congress Cataloguing-in-publication Data.
- Harmer, J. (2003). *The Practice of English Language Teaching* (3rd ed.). Pearson: Education Limited
- Richards, J., & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching* (2nd ed.). Cambridge University Press.
- Richards, J. C. (2003). *Curriculum Development in Language Teaching*. UK: Cambridge University Press.

- **Level of Instruction:** 3rd Year
- **Module:** Concepts culturels et civilisationels 6
- **Subject:** British Civilization

Course Description:

Key Issues in Britain 3rd Year 1st Semester Course Description

Level of instruction: 3rd year *License Fondamentale*

Module: Culture Studies V

Subject: Key Issues in Britain: The 21st Century

General Description

Since the turn of the century, which witnessed the high point of New Labour, Britain has faced a number of crises and challenges.

Learning Outcomes

The course aims to achieve a number of key learning outcomes for students:

- To gain a clear understanding of the key issues that Britain has faced over the last twenty years
- To understand how these various issues overlap and interact.
- To critically understand how these issues currently affect other countries.
- To understand how the major political parties have developed over the last 20 years.

Course Outline

The course will be developed by looking at the most significant issues that Britain has faced during this period (some of which will need 2 weeks to develop) along with an introduction and conclusion. They will be presented in approximately chronological order. The ten key themes are:

- Introduction
- British involvement in the war in Iraq and the demise of Blair
- Super-diverse Britain and the Equality and Human Rights Commission
- The Credit Crunch and Banking Crisis
- Cameron and the Liberal Democrat coalition
- The Alternative Vote referendum and the various British voting systems
- Devolution and the Scottish independence referendum

- Cameron and the Brexit Referendum
- May and Brexit chaos
- Post-modern British Identity
- The environmental generation
- Conclusion

Approach and Method

The course will contain a number of components:

- Lecture** The lectures will cover the key details of each of the main issues. Lectures will be given using PowerPoint, and students will be given a summary sheet each week to which they should add their own notes during the lecture.
- Reading** The course reader will include a selection of texts related to each topic. Students will be expected to read these BEFORE TDs, as well as searching for other relevant material on the internet and in the library afterwards.
- TDs** As well as the teacher answering questions concerning the specific texts related to each of the eleven main issues, students will spend time more broadly discussing the issues raised.
- Presentations** Students will be encouraged to undertake research on a specific aspect of Britain in the twenty-first century, and make a short presentation in class.
- Video** A number of video clips will be shown to help students understand the challenges that Britain faces.

Assessment

Along with the parallel US Culture Studies V course, there will be 3 assessment components:

10. 20% Mid-semester written task
A 50 minute essay related to one of the course topics
11. 10% Participation assessment
This includes components such as presentations, attendance and class contribution
12. 70% End of semester written exam
A 2 hour essay related to a combination of the course topics

Bibliography

- Childs, D. (2012) Britain since 1945 (7th edn.). Abingdon: Routledge
- Driver, S. & Martell, L. (2002) Blair's Britain. Cambridge: Polity Press
- Lee, S. & Beech, M. (2009) The Conservatives under Cameron. Basingstoke: Palgrave MacMillan
- Marr, A. (2007) A History of Modern Britain. London: Macmillan
- Oakland, J. (2010). British Civilisation: An introduction (7th edn.). London: Routledge.

Storry, M. & Childs, P. (eds.) (2007)British Cultural Identities (3rdedn.). London: Routledge.

Jonathan Mason

April 2019

- **Level of Instruction:** 3rd Year
- **Module:** Concepts culturels et civilisationels 6
- **Subject:** Anglophone Civilization (India)
- **Coordinator:**

Course Description:

Introduction

India is expected to become the most populous country in the world by 2025, and contains people from many different cultures, languages and religions. In many ways it contains the diversity of a continent, rather than just one country. With a deep and rich history from many civilisations, and significant British influence from the times of the Raj, India has developed a strong democratic tradition from independence onwards. Despite continuing issues of poverty and inequality, over the last twenty years India's economy has emerged as one of the most dynamic in the world. Consequently, as well as seeing significant advances in standards of living, India is beginning to assert its political and economic influence abroad – a characteristic that is likely to grow as this century progresses.

Objectives and Outline

The main objective of the course is to introduce students to the main social, cultural, political and economic issues facing India today, and to see how lessons from India are relevant elsewhere, too. In order to do this, the course is divided into five topic areas, each covered over two weeks, along with an introductory lecture and conclusion. The five topic areas are:

- History: From the arrival of the British to independence
- Politics: From Nehru to Modi
- Culture and religion: Communities or communalism?
- Equality: Caste, development, and corruption
- Economics: The return of a world power

Approach and Method

The course will be developed using the following components:

Lecture	The lectures will cover the key points of each of the topics. Lectures will be given using PowerPoint, and students will be given a summary sheet each week to which they should add their own notes during the lecture.
TDs	As well as examining specific texts related to each of the five main topics, students will spend time discussing the issues that the topics raise.
Reading	The course reader will include a selection of texts to supplement those used in the TDs. Students will be expected to read these, as well as searching for other relevant material on the internet.
Presentations	Students will be encouraged to undertake research on a specific aspect of India, and make a short presentation about this in class.
Video	As well as viewing a selection of video clips in the lectures, students will be encouraged to download and watch other clips and films to enhance their understanding of India.

Learning Outcomes

The course aims to achieve a number of key learning outcomes for students:

- To gain a clear understanding of each of the significant issues covered in the course.
- To understand how the various issues overlap and interact.
- To understand how India is re-emerging as a global power
- To understand that many of the social, cultural, political and economic issues that India has faced affect other countries, too, including Tunisia.

Assessment

Along with the parallel *Civilisation Americain* course in the 'Concepts Culturels et Civilisationnels 6' module, there will be 3 assessment components:

13. 20% Mid-semester written task
A 50 minute essay related to one of the course topics
14. 10% Participation assessment
This includes components such as presentations, attendance and class contribution
15. 70% End of semester written exam
A 2 hour essay related to a combination of the course topics

- **Level of Instruction:** 3rd Year
- **Module:** Optionnelle 3 / Optionnelle 6
- **Subject:** Arabic
- **Coordinator:** Sahbi Baazaoui

Course Description:

برنامج العربية لطلبة قسم الانجليزية/السنة الثالثة إجازة.أ	
البرنامج	<p>نصوص متنوعة من الأدب القديم والحديث (نثرا وشعرا) ونصوص حضارية ولسانية وأدب مقارن.</p> <p>الأهداف:</p> <ul style="list-style-type: none"> - توظيف بعض المقاربات المنهجية الحديثة في فهم النصوص وتحليلها. - الوقوف على المفاهيم الأدبية والحضارية واللسانية والعلمية المؤسسة للفكر الحديث في جدلها بين الخصوصية والكونية .
سير الدرس	<ul style="list-style-type: none"> - شرح النص بالوقوف على خصائصه الفنية والمضمونية والتوسع قدر الإمكان في تحليل ظواهر من بلاغة الإنشاء والصياغة. - تفكيك مفاهيم حضارية ولسانية وأدبية ومعرفة أصولها المعرفية ودلالاتها الفكرية والعلمية.
الاختبار	<p>دراسة نص:</p> <ul style="list-style-type: none"> - أسئلة موجهة إلى تحليل أهم أساليب النص ومضامينه وبيان الترابط في ما بينهما. - يكون عدد الأسئلة 4 أو 5 كحد أقصى

- **Level of Instruction:** 3rd Year
- **Module:** Optionnelle 3 / Optionnelle 6
- **Subject:** ESP
- **Coordinator:**

Course Description:

1) Course Description:

This course is designed for third year students. We wish to propose a totally different area where English is of essential importance as a medium to understand and explore the world of Computing. We wish also to familiarize students with other issues that do not fall within the scope of civilization and literature. Students will use English for communicative purposes. They will realize the importance of technical English as they will be acquainted with new concepts and other strategies and techniques of communication. The study of science and technology extends and enriches the students' knowledge. It enables them to develop their communicative competence in English. Indeed, the course grants students an opportunity to develop their receptive and productive skills.

2) Course Objectives:

This course is designed

- To introduce some of the main concepts and vocabulary related to the world of computing
- To discover the specifications of the computer.
- To explore the world of the internet
- To enable students to learn basic guidelines for speaking and writing technical English.
- To provide students with useful techniques of communication in the world of computing
- To enable students to learn how to use computing vocabulary in different contexts.
- To create projects related to computer studies and discuss them in group work.

3) Course Outline:

UNIT	TOPICS	TEXTS
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NUMBER		
1	Computers Today	“Living in a Digital Age”
2	Computer Essentials	Text: “What is a Computer?”
3	Functioning	Text: “Inside the System”
4	Input/Output Devices	Text: “Capture your Favourite Image”
5	Braille System	Text: “Computers for the Disabled”
6	Storage Devices	Text: “Magnetic Storage” “Optical Storage”
7	Basic Software	Text: “The Operating System” “Word Processing” “Spreadsheets and Databases”
8	Faces of the Internet	Text: “The Internet and Email” “The Web” “Internet Security”

Sourcebook: Infotech: English for Computer Users. By Santiago Remacha Esteras. (2008)