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| **جامعة الفرات****كلّيّة الآداب والعلوم الإنسانيّة بدير الزّور****قسم اللّغة الإنكليزيّة** | جامعة-الفرات |  |

**توصيف مقرّرات قسم اللّغة الإنكليزيّة**

**في كلّيّة الآداب والعلوم الإنسانيّة**

**في جامعة الفرات**

**First Year**

**First semester**

**`1- Course Description: Language Linguistics:**

The subjects of Language and Linguistics in the Department of English, The Faculty of Arts e Human Sciences, Al-Furat University, are taught in the two semesters of study in each academic year. In other words, there are eight different, but complementary, courses of Language and/or Linguistics in the four – year undergraduate study for a BA in English.

In the First Year, the students are introduced to the grammar of English on the sentence level, with some contrastive analysis related to both English and Arabic. The various components of the English sentence are studied on both the Structural and the Functional levels. Focus is made on exercises pertaining to the structural and functional differences between English and Arabic.

In the Second Year , the course is further developed to enhance the learners ability in using more complicated English grammatical structures. Thus, the function of modal and semi – modal auxiliaries is emphasized; verb tenses, aspects and modality are studied in more detail. Once more, some intricate areas of the English grammar are compared and contrasted with those of Arabic. In addition, the subject of Phonology e Phonetics is introduced as a separate topic in the First Term of the Second Year, This course deals mainly with the Phonemes of English, Phonetic Transcription and word Stress.

In the Third Year, the subject of Phonology is more developed in the First Term through the study of Sentence Stress, Intonation and other features of the English phonological system and its relationship with meaning. In the Second Term, all the word classes are revisited and more advanced grammatical aspects are emphasized, such as Ellipsis, Adjuncts, Conjuncts and Disjoints, in addition to an introduction about the relationship between different grammatical features and meaning.

**2- Course description: First – Year Composition**

The course of writing taught in the first year at the Department of English, Al-Furat University, teaches the various skills of writing. It starts with the sentence structure and linking it with other sentences in larger texts.

Thus, the course focuses on Paragraph writing, its structure and organization. The thesis statement and the controlling idea in the paragraph are particularly dealt with in the first term.

In the second term, the different types of paragraph in addition to essay writing are tackled. Moreover, the rules and skills of punctuation are practiced in detail. The various cohesive devices along with their different functions and uses are taught and practiced in class. At the end of the year, the – learners are supposed to answer questions related to paragraph and essay writing in addition to whatever may develop the skills required for this objective.

**3- The Course of Translation includes:**

1. **Arabic – English: Translation.**
2. **English – Arabic: Translation**.

In each of the translation courses mentioned above and taught in the First and Second years of study at the Department of English, texts from different disciplines and sources are given in class. Study of the difficulties of transferring sentences and texts from one language into another is maintained in each session. This includes contrastive, grammatical and semantic explanations for the sake of translation. No particular textbook is normally adopted by the University for this aim. Only handouts are given to students, in addition to the tutors. Explanations and model translations.

**4- Introduction to prose Fiction**

**( 1st year students )**

This module concentrates on writing prose fiction and introduces students to several novels, so they would start a practical study on them students are expected to :

* Identify and analyze some of the distinctive concerns, format characteristic, and narrative strategies of the selected texts.
* Discuss and appraise a range of critical perspectives on the fiction – Engage critically with the ideas presented in lectures and seminars.
* Anna of the Five Towns. A. Bennet.
* Lord of the Flies. William Golding.

**5- Study Skills**

**(First Year – First term)**

For many native speakers, reading and writing in English isn't so natural. Learning how to communicate effectively in written English requires a lot of education and study. Study Skills course will help students improve and enjoy their study of English language.

- Study Skills For Students of English, Richard C. Yorkey

**6- National Socialist Culture**

**7- Arabic Language**

**Second Semester**

**1- Course Description: Language Linguistics:**

The subjects of Language and Linguistics in the Department of English, The Faculty of Arts e Human Sciences, Al-Furat University , are taught in the two semesters of study in each academic year. In other words, there are eight different, but complementary, courses of Language and/or Linguistics in the four – year undergraduate study for a BA in English.

In the First Year, the students are introduced to the grammar of English on the sentence level, with some contrastive analysis related to both English and Arabic. The various components of the English sentence are studied on both the Structural and the Functional levels. Focus is made on exercises pertaining to the structural and functional differences between English and Arabic.

In the Second Year , the course is further developed to enhance the learners ability in using more complicated English grammatical structures. Thus, the function of modal and semi – modal auxiliaries is emphasized; verb tenses, aspects and modality are studied in more detail. Once more, some intricate areas of the English grammar are compared and contrasted with those of Arabic. In addition, the subject of Phonology e Phonetics is introduced as a separate topic in the First Term of the Second Year, This course deals mainly with the Phonemes of English, Phonetic Transcription and word Stress.

In the Third Year, the subject of Phonology is more developed in the First Term through the study of Sentence Stress, Intonation and other features of the English phonological system and its relationship with meaning. In the Second Term, all the word classes are revisited and more advanced grammatical aspects are emphasized, such as Ellipsis, Adjuncts, Conjuncts and Disjoints, in addition to an introduction about the relationship between different grammatical features and meaning.

**2- Course description: First – Year Composition**

The course of writing taught in the first year at the Department of English, Al-Furat University, teaches the various skills of writing. It starts with the sentence structure and linking it with other sentences in larger texts.

Thus, the course focuses on Paragraph writing, its structure and organization. The thesis statement and the controlling idea in the paragraph are particularly dealt with in the first term.

In the second term, the different types of paragraph in addition to essay writing are tackled. Moreover, the rules and skills of punctuation are practiced in detail. The various cohesive devices along with their different functions and uses are taught and practiced in class. At the end of the year, the – learners are supposed to answer questions related to paragraph and essay writing in addition to whatever may develop the skills required for this objective.

**3- The Course of Translation includes:**

1. **Arabic – English: Translation.**
2. **English – Arabic: Translation**.

In each of the translation courses mentioned above and taught in the First and Second years of study at the Department of English, texts from different disciplines and sources are given in class. Study of the difficulties of transferring sentences and texts from one language into another is maintained in each session. This includes contrastive, grammatical and semantic explanations for the sake of translation. No particular textbook is normally adopted by the University for this aim. Only handouts are given to students, in addition to the tutors. Explanations and model translations.

**4- Course description**

**Course Title: Introduction to Drama**

Program of study: BA English Language and Literature Level: First Year

Semester in which taught: 2

Draft outline syllabus:

An Introduction to Drama

* George Bernard Shaw, Arms and the Men
* Arthur Miller, All my Sons

From of Teaching: Lectures in Large groups using textbooks (Occasionally, discussion in small groups)

* Form and timing of assessment:

A computerized exam at the end of semester 2. Based on textbooks and lectures.

Reading: extended background reading is required for discussion purposes (but is not oblige tory)

Amis/Objectives of course:

Introducing students to dramatic construction, conventions and types.

Enabling students to produce an analysis of a play based upon their understanding of dramatic constituents.

Acquiring vocabulary, expressions, definitions and clichés relevant to dramatic analysis.

Enabling students to recognize and evaluate a variety of dramatic structures and formats, and to develop an awareness of the stylistic and theatrical range within modem drama.

(1701) George Gregory's A Fathers Legacy to his Daughters (1773), Mary Wollstonecraft's The Wrongs of Woman (1798) in addition to articles from The Critical Review and The Lady's Magazine.

Vivien jones, Women In the Eighteenth century: Constructions of femininity (1990)

Daniel Defoe, Moll Flanders (1722).

Henry Fielding, Joseph Andrews (1742)

Note: texts taught per term are selected from the above list, with an average of 2 novels per term.

**5- Course Description; Introduction to Poetry .**

**Level: First Year (2 Semester)**

The student will be introduced to anthology of English verse and a Variety of English poems, and to some the technical features of poetic writing. An entire poetic tradition, from epitaphs to ballads, folk poetry to nonsense verse, is revealed in a fresh light. This module aims to improve the student's confidence and ability in reading poems closely and develop critical analyses from their readings, plus enhancing their pleasure in reading poetry.

**6- Second European Language**

**Second Year**

**First Semester**

**1- Language Linguistics(3):**

The subjects of Language and Linguistics in the Department of English, The Faculty of Arts e Human Sciences, Al-Furat University , are taught in the two semesters of study in each academic year. In other words, there are eight different, but complementary, courses of Language and/or Linguistics in the four – year undergraduate study for a BA in English.

In the First Year, the students are introduced to the grammar of English on the sentence level, with some contrastive analysis related to both English and Arabic. The various components of the English sentence are studied on both the Structural and the Functional levels. Focus is made on exercises pertaining to the structural and functional differences between English and Arabic.

In the Second Year , the course is further developed to enhance the learners ability in using more complicated English grammatical structures. Thus, the function of modal and semi – modal auxiliaries is emphasized; verb tenses, aspects and modality are studied in more detail. Once more, some intricate areas of the English grammar are compared and contrasted with those of Arabic. In addition, the subject of Phonology Phonetics is introduced as a separate topic in the First Term of the Second Year, This course deals mainly with the Phonemes of English, Phonetic Transcription and word Stress.

In the Third Year, the subject of Phonology is more developed in the First Term through the study of Sentence Stress, Intonation and other features of the English phonological system and its relationship with meaning. In the Second Term, all the word classes are revisited and more advanced grammatical aspects are emphasized, such as Ellipsis, Adjuncts, Conjuncts and Disjoints, in addition to an introduction about the relationship between different grammatical features and meaning.

**2- Course description: Composition-3-**

This course of the English Language for Arab Learners focuses on the structure of English. However: the course starts with discussing the questions pertaining to the natures of both languages and grammar. It discusses both traditional and, modern grammar.

The First – Term course concentrates in particular on the sentence patterns. The types of the English sentence, the sentence forms modifications and transformations, in addition to the kinds of clauses and phrases embedded in larger units of the language. The Second – Term course focuses on the main parts of speech (word classes), the various verb tenses, aspects and uses. It further reiterates some points such as adverbs and adjectives in relation to their position and uses in sentences. Finally, cohesive devices are briefly discussed in terms of sentence linkage in larger texts.

**3-The Course of Translation includes:**

1. **Arabic – English: Translation.**
2. **English – Arabic: Translation**.

In each of the translation courses mentioned above and taught in the First and Second years of study at the Department of English, texts from different disciplines and sources are given in class. Study of the difficulties of transferring sentences and texts from one language into another is maintained in each session. This includes contrastive, grammatical and semantic explanations for the sake of translation. No particular textbook is normally adopted by the University for this aim. Only handouts are given to students, in addition to the tutors. Explanations and model translations.

**4-Module: Medieval and Renaissance Drama for second year students (term 1):**

(Note: Syrian students in the English department, Al-Furat University study English literature in English, they read texts in English, lectures are all in English and they submit their exams in English. They do not use their mother tongue at all during their four years of study at the department except in the translation module.)

This module aims to introduce students to the colorful world of English medieval and Renaissance drama, spanning two centuries or more. Students are introduced to an extensive historical overview of medieval and Renaissance drama from the very beginning of English drama (Liturgical or church drama) up to Marlowe and Shakespeare. Them they study a represent alive range of medieval and Renaissance texts: Cycle drama (Mystery and Miracle plays), Moralities, Interludes and Renaissance tragedies and comedies.

The module is structured to provide students with the opportunity for a close study of selected exemplary texts such as: Excerpts from cycle drama: A Woman Taken into Adultery, Noah's Flood, The Crucifixion, …. etc.; full text of the morality play Everyman, and full text of Dr. Faustus by Marlowe. A good amount of time is spend for reading and un distending the texts of Everyman and Dr. Faustus. as these present some difficulty for students at the beginning as they come across middle English and Renaissance English. But the majority of the time is spent on historical and critical issues. Students explore the linguistic and cultural back grounds of such works. The order, in which texts are studied is broadly chronological, though students will be also exploring the different treatment of important themes across the centuries.

Texts:

Everyman and Medieval Miracle Plays. A.C. Cawley, with a new preface and bibliography by Anne Rooney ( London, Dent. 1993 )

Christopher Marlowe's Dr. Faustus, York edition. Teaching: 23 X 2 hours.

Evaluation: 2 hour-multiple-choice final exam ( 100% ).

**5-Medieval and Renaissance Poetry**

**(Second Year )**

This module examines poetic responses to many experiences in the period from the late fourteenth to the late seventeenth centuries.

The main aims of this module are :

To develop an awareness of the forms of verse in English in the Medieval and Renaissance periods:

To develop students' linguistic skills in reading and analyzing verse in Middle English and Early Modem English .

 **6- Second European Language**

**Second semester**

**1-: Language Linguistics:-4-**

The subjects of Language and Linguistics in the Department of English, The Faculty of Arts e Human Sciences, Al-Furat University, are taught in the two semesters of study in each academic year. In other words, there are eight different, but complementary, courses of Language and/or Linguistics in the four – year undergraduate study for a BA in English.

In the First Year, the students are introduced to the grammar of English on the sentence level, with some contrastive analysis related to both English and Arabic. The various components of the English sentence are studied on both the Structural and the Functional levels. Focus is made on exercises pertaining to the structural and functional differences between English and Arabic.

In the Second Year , the course is further developed to enhance the learners ability in using more complicated English grammatical structures. Thus, the function of modal and semi – modal auxiliaries is emphasized; verb tenses, aspects and modality are studied in more detail. Once more, some intricate areas of the English grammar are compared and contrasted with those of Arabic. In addition, the subject of Phonology e Phonetics is introduced as a separate topic in the First Term of the Second Year, This course deals mainly with the Phonemes of English, Phonetic Transcription and word Stress.

In the Third Year, the subject of Phonology is more developed in the First Term through the study of Sentence Stress, Intonation and other features of the English phonological system and its relationship with meaning. In the Second Term, all the word classes are revisited and more advanced grammatical aspects are emphasized, such as Ellipsis, Adjuncts, Conjuncts and Disjoints, in addition to an introduction about the relationship between different grammatical features and meaning.

**2- Course description: Composition-4-**

This course of the English Language for Arab Learners focuses on the structure of English. However: the course starts with discussing the questions pertaining to the natures of both languages and grammar. It discusses both traditional and, modern grammar.

The First – Term course concentrates in particular on the sentence patterns. The types of the English sentence, the sentence forms modifications and transformations, in addition to the kinds of clauses and phrases embedded in larger units of the language. The Second – Term course focuses on the main parts of speech (word classes ), the various verb tenses, aspects and uses. It further reiterates some points such as adverbs and adjectives in relation to their position and uses in sentences. Finally, cohesive devices are briefly discussed in terms of sentence linkage in larger texts.

**3-The Course of Translation includes:**

1. **Arabic – English: Translation.**
2. **English – Arabic: Translation**.

In each of the translation courses mentioned above and taught in the First and Second years of study at the Department of English, texts from different disciplines and sources are given in class. Study of the difficulties of transferring sentences and texts from one language into another is maintained in each session. This includes contrastive, grammatical and semantic explanations for the sake of translation. No particular textbook is normally adopted by the University for this aim. Only handouts are given to students, in addition to the tutors. Explanations and model translations.

**4- Eighteenth-Century Prose**

This module provides students with the opportunity to read literary and non-literary material from the period 1700 – 1790 . This was a period of turbulent changes and some shifts in attitude towards gender relations, marriage, society, and the novel as a new from. The module reflects these changes by exposing students, alongside fiction, to other Kinds of writing like conduct manuals, periodical essays, and letter writing. These are included in a handout distributed to students.

The first third of the module gives the students an overview of the age, the contemporary economic and social changes. And gender relations. Students are then invited to read selected articles and excerpts, comment on them in class and unpack the concepts and ideas implied or represented. The second term is devoted to examining the parallel themes and concepts as presented by the novel. Novels studied – range – between early to mid – and late eighteenth – century male and female novels.

**5-Module: Shakespeare**

**For second year student (term 2):**

This module introduces students to Shakespeare.

It aims to provide them with Knowledge and understanding of a range of Shakespeare's plays. It is designed to promote an analytical appreciation of representative modes and genres in Shakespearean drama, and to develop students awareness of the relationship between the texts and wider socio-cultural contexts of the period.

Students should analyze the distinctive characteristics of the following texts, recognize and discuss aspects of Shakespeare's dramatic development.

* Hamlet
* King Lear

 **6-**  **Short Story**

**(Second Year – Second term)**

Studying short stories has a number of benefits for the students such as broadening their perspectives, enabling them to think about the reasons rather than the result, showing them different life styles, providing them with a comparison between their own culture and other cultures, increasing their appreciation for literature and making them read more short stories.

- Gooseberries, Anton Chekhov

- A Rose of Emily , William Faulkner

- The Rocking – Horse Winner Araby, D.H Lawrence

**Third Year**

**First Semester**

**1-: Language Linguistics-**

The subjects of Language and Linguistics in the Department of English, The Faculty of Arts e Human Sciences, Al-Furat University, are taught in the two semesters of study in each academic year. In other words, there are eight different, but complementary, courses of Language and/or Linguistics in the four – year undergraduate study for a BA in English.

In the First Year, the students are introduced to the grammar of English on the sentence level, with some contrastive analysis related to both English and Arabic. The various components of the English sentence are studied on both the Structural and the Functional levels. Focus is made on exercises pertaining to the structural and functional differences between English and Arabic.

In the Second Year , the course is further developed to enhance the learners ability in using more complicated English grammatical structures. Thus, the function of modal and semi – modal auxiliaries is emphasized; verb tenses, aspects and modality are studied in more detail. Once more, some intricate areas of the English grammar are compared and contrasted with those of Arabic. In addition, the subject of Phonology e Phonetics is introduced as a separate topic in the First Term of the Second Year, This course deals mainly with the Phonemes of English, Phonetic Transcription and word Stress.

In the Third Year, the subject of Phonology is more developed in the First Term through the study of Sentence Stress, Intonation and other features of the English phonological system and its relationship with meaning. In the Second Term, all the word classes are revisited and more advanced grammatical aspects are emphasized, such as Ellipsis, Adjuncts, Conjuncts and Disjoints, in addition to an introduction about the relationship between different grammatical features and meaning.

**2-Composition**

**First and Second Terms**

**Title: Writing Academic English**

The book deals with the development of writing the paragraph and the essay. It starts with definitions of terms Such as theme, tone, topic sentence and controlling idea. There is a detailed analysis of coherence and a special emphasis on connectives. At the end of the book, there is a detailed analysis of certain grammatical notions such as the sentence, the clause and the phrase.

**3-Restoration, Eighteenth – century, and Romantic poetry**

**(Third Year)**

The aim of this module is to get students to read and taste the different kinds of poetry in the restoration, eighteenth century, and the romantic era. The module starts with an introduction centering on the significant, Historical, and political factors that impinged on the values, concepts, and beliefs of people as reflected in poetry. The module is divided into three parts. Firstly, the Restoration Poetry is discussed and the influence of poets like Dryden is explored. Then Eighteenth-century poetic diction and the distinct features of poetry at the time are examined, focusing on the different thematic concerns of poets particularity the satire. Finally, the Romantic period is discussed, drawing the students attention to the different political and social factors which changed the texture of society and ushered into Romanticism.

The choice of the poets and poems to be analyzed in this module is entirely the tutor's. The textbook for this subject is The Norton Anthology of Major Authors. Since this anthology covers a wide range of historical eras and poets, there is ample room for change and exploration of new poems every year.

**4-American Literature (Poetry and Drama)**

**(Third Year)**

This module is intended to provide students with a variety of texts, whish represent the predominantly New England tradition of fiction, poetry and essay writing.

**Poetry**:

It studies an anthology of American poetry, from the colonial beginnings in the 17 th century right through to the 20 th century.

From Anne Bradstreet to Ralph waldo Emerson, and from William Carlos William to Walt Whitman, the verses display a poetical spectrum of moods, rhythms, objectives and philosophy as diverse as the nation from which it springs.

**Drama**:

This module aims to provide practical study of several plays that represent the rise and expansion of American theatre. In addition, it aims to develop critical awareness of issues surrounding the understanding of twentieth – century American theatre history and performance criticism.

Students are expected to study and discuss the following plays:

* The Glass Menagerie, Tennessee Williams.
* A View from the Bridge, Arthur Miller.

**5-History – of English Literature**

The aim of this module is to expose the learner to an overview of literature Of the period 1800 to the present day. The module will seek to understand the correlation between the different literary traditions that have developed during the period. Altogether the two modules with the same main title are intended to found a solid sense of the causative links between different periods of literary history. In this module; the aspects that will be studied might include: the Enlightenment, the Age of Sensibility, Victorian poetry and prose, Modernism, postmodernism. A selection of appropriate texts will be used.

**6- Second European Language**

**Second Semester**

**1- Language Linguistics-**

The subjects of Language and Linguistics in the Department of English, The Faculty of Arts e Human Sciences, Al-Furat University , are taught in the two semesters of study in each academic year. In other words, there are eight different, but complementary, courses of Language and/or Linguistics in the four – year undergraduate study for a BA in English.

In the First Year, the students are introduced to the grammar of English on the sentence level, with some contrastive analysis related to both English and Arabic. The various components of the English sentence are studied on both the Structural and the Functional levels. Focus is made on exercises pertaining to the structural and functional differences between English and Arabic.

In the Second Year , the course is further developed to enhance the learners ability in using more complicated English grammatical structures. Thus, the function of modal and semi – modal auxiliaries is emphasized; verb tenses, aspects and modality are studied in more detail. Once more, some intricate areas of the English grammar are compared and contrasted with those of Arabic. In addition, the subject of Phonology e Phonetics is introduced as a separate topic in the First Term of the Second Year, This course deals mainly with the Phonemes of English, Phonetic Transcription and word Stress.

In the Third Year, the subject of Phonology is more developed in the First Term through the study of Sentence Stress, Intonation and other features of the English phonological system and its relationship with meaning. In the Second Term, all the word classes are revisited and more advanced grammatical aspects are emphasized, such as Ellipsis, Adjuncts, Conjuncts and Disjoints, in addition to an introduction about the relationship between different grammatical features and meaning.

**2-Composition**

**Third Year**

**First and Second Terms**

**Title: Writing Academic English**

The book deals with the development of writing the paragraph and the essay. It starts with definitions of terms Such as theme, tone, topic sentence and controlling idea. There is a detailed analysis of coherence and a special emphasis on connectives. At the end of the book, there is a detailed analysis of certain grammatical notions such as the sentence, the clause and the phrase.

**3-Module: Shakespearean and Restoration Drama for Third year students (term 2):**

(Note: Syrian students in the English department, Al-Furat University study English literature in English. They read texts in English and lectures are all in English arid they submit their exam in English. They do not use their mother tongue at all during their four years of study at the department except on the translation module)

This module offers students chance to read a number of Shakespeare's plays, and to explore a variety of critical approaches to them Two to three Shakespearean plays are studied, focused on tragedies, in terms of their stagecraft, style, and their thematic content. Plays are intensively studied from a variety of different, perspectives, and from a historical, political, and social context, and as the objects if very different kinds of critical appropriation. In the seminar to this course. Students study one restoration.

Historical context that brought changes on dramatic styles, and compare it with the Renaissance period and with Shakespeare's dramatic style.

Texts:

* Antony and Cleopatra by Shakespeare
* All For Love by Dryden

Teaching : This module is taught lectures and Seminars:

Lectures ( 23- 2 Hours ) Seminars: 10-2 Hours

Evaluation: 2 Hours – Multiple – Choice Final Exam, 80%

A 2000 – word essay or two 1000 – word essay on restoration drama.

**4-Prose: 19th Century Novel**

**For third year students (term 2)**:

This module is designed to provide knowledge and understanding of nineteenth – century British fiction, through the study of representative texts. The aims are to enable students to develop a critical understanding of particular contemporary. Cultural and socio – political issues in an era of change; and to obtain a corresponding insight into how these interact with formals developments in the fiction of the period

* Hard Times, Chales Dickens.
* Jude the Obscure, Thomas.
* Wuthering Heights, Emily Bronte.

**5-Course Description: Literary Criticism-1-**

The Module introduces students to various ways of studying a wide range of literary genres and forms through a close analysis of specific texts. As a compulsory foundation module. It is particularly designed to encourage students to consider how the pleasures of reading literature can be refined into a properly critical appreciation of texts.

They will learn some of the critical techniques and concepts which will enable them to undertake further study of the subject at degree level.

The modules are also intended to develop students writing skills, as well as their ability to analyze complex forms of literary language.

**6-The Course of Translation -5- includes:**

1. **Arabic – English: Translation.**
2. **English – Arabic: Translation**.

In each of the translation courses mentioned above and taught in the First and Second years of study at the Department of English, texts from different disciplines and sources are given in class. Study of the difficulties of transferring sentences and texts from one language into another is maintained in each session. This includes contrastive, grammatical and semantic explanations for the sake of translation. No particular textbook is normally adopted by the University for this aim. Only handouts are given to students, in addition to the tutors. Explanations and model translations.

**Fourth Year**

**First Semester**

**1- : Language Linguistics-**

The subjects of Language and Linguistics in the Department of English, The Faculty of Arts e Human Sciences, Al-Furat University, are taught in the two semesters of study in each academic year. In other words, there are eight different, but complementary, courses of Language and/or Linguistics in the four – year undergraduate study for a BA in English.

In the First Year, the students are introduced to the grammar of English on the sentence level, with some contrastive analysis related to both English and Arabic. The various components of the English sentence are studied on both the Structural and the Functional levels. Focus is made on exercises pertaining to the structural and functional differences between English and Arabic.

In the Second Year , the course is further developed to enhance the learners ability in using more complicated English grammatical structures. Thus, the function of modal and semi – modal auxiliaries is emphasized; verb tenses, aspects and modality are studied in more detail. Once more, some intricate areas of the English grammar are compared and contrasted with those of Arabic. In addition, the subject of Phonology e Phonetics is introduced as a separate topic in the First Term of the Second Year, This course deals mainly with the Phonemes of English, Phonetic Transcription and word Stress.

In the Third Year, the subject of Phonology is more developed in the First Term through the study of Sentence Stress, Intonation and other features of the English phonological system and its relationship with meaning. In the Second Term, all the word classes are revisited and more advanced grammatical aspects are emphasized, such as Ellipsis, Adjuncts, Conjuncts and Disjoints, in addition to an introduction about the relationship between different grammatical features and meaning.

**2-Classical Literature**

**(Fourth Year – First semester)**

This module introduces students to a number of classic texts of international significance, thus familiarizing them with major aspects of world literature. It demonstrates an ability to read and understand a variety of classical literary text in the target language. Also it demonstrate a knowledge of inflections, grammatical constructions, and vocabulary items found on the average page of a classical literary text ,and demonstrate an understanding of the classics in a historical context and an understanding of cultural information about the Greeks and Romans.

* Oedipus the King
* Oedipus at Colonus
* Antigone, Sophocles

 **3- Prose (Modern Age)**

The history of literature in the modern period in Europe begins with the age of Enlightening and the conclusion of the Baroque period in the 18th century, succeeding the Renaissance and the Early Modern Period.

* Heart of Darkness , Joseph Conrad
* Howard’s End , E.M Forstero

**4-Course Description: Literary Criticism(2)**

This module aims to complement the work started in the third year in the subject of Literature Criticism. The students are introduced to some schools of criticism and their pioneers. Built on what they had covered in the third year, this subject aims to expose the students to more up –to – date critical debate. Some of the schools examined are Structuralism, Feminism, post colonialism, New Historicism….etc. The textbook for this subject is Critical Theory and Practice. It is for the tutor to decide whether to resort to some extra literary material for training the students on the way to analyze literary text using the approaches discussed.

**5-Comparative Literature I**

This course is meant to widen students' knowledge of various cultures and social mores that always play a vital, role in shaping the identities of individuals. In addition to knowing about literary traditions; students arrive at how writers consider the religious and social institutions, formulate their opinions and shape their attitudes and how they view the relationship between the individual and society. This course is meant to develop students skill of comparing and contrasting. It offers comparative studies involving two or more literatures with the purpose of contrasting the culture and history expressed through them.

 **6- Poetry (Modern Age)**

It started in the early years of the 20th century with the appearance of the Imagists. Much of early modernist poetry took the form of short, compact lyrics. Their models included ancient Greek literature, Chinese and Japanese poetry , the troubadours, and Dante.

**6- Second European Language**

**Second Semester**

**1-Teaching Methods**

**(Fourth Year – Second semester)**

A teaching method comprises the principles and methods used by teachers to enable student learning. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner. Teaching method aids learning and help to communicate ideas and skills (reading , writing, speaking, listening )to the students by applying these skills practically on the learners themselves.

**2-Drama ( Modern Age )**

This module aims to equip students with a critical and historical understanding of some major developments in modern drama, and to promote awareness of relationships between the selected texts and their context of production.

Students are expected to recognize and analyze the distinctive features of the texts selected for study.

They should demonstrate an understanding of key themes and seminal movements in modern drama, and discuss aspects of the relationship between text, performance and society.

* Waiting for Godot, Samuel Beckett
* Top Girls, Cray " Churchill.
* The Bundle, Edward Bond.

**3-** **World Literature**

It is sometimes used to refer to the sum total of the world’s national literature, often used in the past primarily for masterpieces of Western European literature. The aims of it are to advance and explore the human condition and our awareness of the world around us.

* The Banplays , Sophocles

**4-American Literature(Prose)**

This is a wide – ranging double – module chronological survey designed to introduce thee student to some prominent texts in American literature and to some of its recurring tensions. The module concentrates on the development narrative forms rather than on poetry or drama.

The course introduces students to the: work of some of the major canonical" writers of the nineteenth century notably, Nathaniel Hawthorne, Herman Melville, H.D> Thoreau, and Elisson. These writers have often been said to work in the genre/ tradition of the romance , and the course seeks both to define that term and to analyze what ideas or literary strategies these writers held in common.

* The Scarlet letter, Nathaniel Hawthorne.
* Walden, H.D Thoreau.

**5-Comparative Literature II**

This course provides students with a chance to apply what they have learnt in comparative literature the teacher can select any two or more literatures to analyze them and concentrate on points of comparison and contrast. English and Arabic literatures can be a fruitful choice especially the two English and Arabic cultures are diametrically opposed to one another.

**6- The Course of Translation-6- includes:**

1. **Arabic – English: Translation.**
2. **English – Arabic: Translation**.

In each of the translation courses mentioned above and taught in the First and Second years of study at the Department of English, texts from different disciplines and sources are given in class. Study of the difficulties of transferring sentences and texts from one language into another is maintained in each session. This includes contrastive, grammatical and semantic explanations for the sake of translation. No particular textbook is normally adopted by the University for this aim. Only handouts are given to students, in addition to the tutors. Explanations and model translations.