



جامعة بنها
كلية الآداب

اللائحة الداخلية

٤

بنها 2010

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م

• بدأت الدراسة فى كلية الآداب فى العام الدراسى 1981-1982 وكانت احدى كليات فرع بنها التابع لجامعة الزقازيق ، وقد بدأت الدراسة بهذا الفرع فى العام الدراسى 1977-1978 وكان عدد اقسام الكلية عند بداية الدراسة بها ثلاثة اقسام:

(اللغة العربية – التاريخ – الإجتماع) ومع الوقت ازدادت أقسام الكلية حتى وصلت الى عشرة أقسام
(اللغة العربية – اللغة الإنجليزية – اللغة الفرنسية – التاريخ – الجغرافيا – الإجتماع – علم النفس – المكتبات – الفلسفة – الإعلام (بشعبتيه الإذاعة والتلفزيون – الصحافة)

* ونظراً لتطورات سوق العمل ومستوى الخريج ، رأينا تطوير اللائحة الداخلية للكلية لتصل بمستوى الخريج الى المقدرة والكفاءة التى تؤهله للتعامل مع متطلبات وآليات السوق ، والهدف المساهمة فى حل مشكلة البطالة التى رأت تأكيد الوجود المجتمعى للكلية . وكذا ليكون الخريج لانقاً بالمؤسسة العلمية التى تخرج منها .

* فى ذات الوقت راعينا تطبيق نظام الساعات المعتمدة على مرحلة الدراسات العليا ، ومستقبلاً ومع التوسعات الإنشائية بالكلية نستطيع تطبيق نظام الساعات المعتمدة على مرحلة الليسانس وهو مايتواكب والدخول فى نظام الجودة والاعتماد .

قواعد عامة

مادة 1

تتكون كلية الآداب جامعة بنها من الأقسام الآتية:

- 1- قسم اللغة العربية وآدابها
 - 2- قسم اللغة الإنجليزية وآدابها
 - 3- قسم اللغة الفرنسية وآدابها
 - 4- قسم التاريخ والآثار
- ويبدأ التشعب من الفرقة الثالثة على النحو التالي :-
- شعبة التاريخ العام
 - شعبة الآثار المصرية القديمة
- 5- قسم الجغرافيا ونظم المعلومات الجغرافية
- ويبدأ التشعب من الفرقة الثالثة على النحو التالي :-
- شعبة الجغرافية ونظم المعلومات الجغرافية
 - شعبة الخرائط ونظم المعلومات الجغرافية
- 6- قسم الفلسفة
 - 7- قسم الاجتماع
 - 8- قسم علم النفس
 - 9- قسم المكتبات والمعلومات
 - 10- قسم الإعلام
- ويبدأ التشعب من الفرقة الثالثة على النحو التالي :-
- شعبة اذاعة وتلفزيون
 - شعبة صحافة

مادة 2

تمنح جامعة بنها بناء على طلب كلية الآداب الدرجات العلمية الآتية :

- 1- درجة الليسانس في الآداب في أحد التخصصات المبينة في هذه اللائحة.
- 2- درجة ماجستير في الآداب في أحد تخصصات الأقسام المبينة في هذه اللائحة
- 3- درجة دكتوراة في الآداب في أحد تخصصات الأقسام المبينة في هذه اللائحة.

مادة 3

تؤهل مرحلة الدراسة الجامعية الأولى بكلية الآداب من يجتازها بنجاح للحصول على الليسانس في الآداب في التخصصات السابقة .

نظم الدراسة و الامتحانات الخاصة بمرحلة

الليسانس

مادة 4

الدراسة على فصلين دراسيين .

مادة 5

مدة كل امتحان تحريري في أى مقرر ساعتين.

مادة 6

ينقل الطالب من الفرقة المقيد بها الى الفرقة الأعلى بما لايزيد عن مادتين اذا نجح في المقررات الدراسية.

مادة 7

يعقد في شهر سبتمبر امتحان لطلاب الفرقة الرابعة الراسبين فيما لايزيد على مادتين من مواد الدراسة بالفصلين أو من مواد التخلف ومن رسب في هذا الامتحان يؤدي الامتحان في الفصل الدراسي المقرر فيه مادة الرسوب.

مادة 8

تقدر درجات النجاح في كل مادة بعشرين درجة للنهائية الكبرى وبعشر درجات للنهائية الصغرى.

مادة 9

يؤدي طلاب كل فرقة امتحاناً شفهيّاً في مادتين فقط في كل فصل دراسي ويحدد أسم المادة وميعاد الامتحان مجلس القسم ويرفع الأمر الى مجلس الكلية لإقراره . وتقدر درجة الامتحان الشفهي أو العملي ب (5) و درجات التحريرى 15 درجة ويستثنى من ذلك أقسام اللغات الأجنبية لطبيعة الدراسة فيها

مادة 10

مادة حقوق الإنسان يمتحن فيها الطلاب في جميع الأقسام بالفرقة الأولى في الفصل الدراسي الثانى و لاتدخل في المجموع ولا تعتبر مادة رسوب وعدد ساعاتها ساعتين

مادة 11

يقدر نجاح الطالب في المقررات وفي التقدير العام بأحد التقديرات الآتية:

ممتاز من 90% فأكثر من مجموع الدرجات

جيد جداً من 80% الى اقل من 89% من مجموع الدرجات

جيد من 65% الى اقل من 79% من مجموع الدرجات

مقبول من 50% الى اقل من 64% من مجموع الدرجات

مادة 12

يقسم الطلاب في التدريبات داخل الكلية الى مجموعات كل مجموعة لاتزيد عن 25 طالباً، اما اذا كانت التدريبات خارج الكلية كالتدريب الميدانى بقسم الاجتماع والساعات العملية في

مادة علم النفس الإكلينيكي بقسم علم النفس فيقسم الطلبة الى مجموعات كل مجموعة تتكون من عشرة طلاب ويخصص لكل مجموعة عضو من هيئة التدريس أو احد المعاونين.

مادة 13

لا يمنح الطالب درجة الليسانس الا بعد الحصول على شهادة دراسة الحاسب الالى المناسبة أو ICDL.

مادة 14

توضح المواد الممتدة في كل قسم علمي .

المقررات الدراسية

تبين الجداول الآتية المقررات الدراسية وتوزيعها على فرق الدراسة وعدد الساعات المخصصة أسبوعياً لكل مقرر وتوصيف كل مقرر على حده ولا بد من توضيح المواد الممتدة في اللوائح .

ثانياً : قسم اللغة الانجليزية
بيان المواد والساعات الدراسية وتوزيع الدرجات
الفرقة الأولى (قسم اللغة الانجليزية)

الفصل الدراسي الأول							
توزيع الدرجات			عدد الساعات			اسم المادة	كود
مجموع	تحريري	أعمال سنة أو العملي	مجموع	تطبيقى / عملي	نظري		
20	15	5	2	--	2	تاريخ الأدب واللغة الإنجليزية	BU_FART_ENGL1
20	15	5	4	2	2	صوتيات	BU_FART_ENGL2
20	15	5	2	--	2	مدخل إلى الرواية والنثر الأدبي	BU_FART_ENGL3
20	15	5	2	--	2	مدخل إلى الدراما	BU_FART_ENGL4
20	15	5	4	2	2	مقال وتدريب لغوية	BU_FART_ENGL5
20	20	--	4	2	2	مقدمة فى علم الترجمة من وإلى الإنجليزية	BU_FART_ENGL6
20	15	5	2	2	2	لغة فرنسية	BU_FART_ENGL7
140	110	30	22	8	14	مجموع الساعات	

الفصل الدراسي الثانى								
توزيع الدرجات				عدد الساعات			اسم المادة	كود
مجموع	تحريري	أعمال سنة	شفوى	مجموع	تطبيقى / عملي	نظري		
20	15	5	--	4	2	2	مدخل إلى النقد الأدبي	BU_FART_ENGL8
20	15	5	--	2	--	2	مدخل إلى الشعر	BU_FART_ENGL9
20	15	5	--	4	2	2	مقدمة فى علم اللغة (مستوى تمهيدى)	BU_FART_ENGL10
20	15	5	--	2	--	2	مدارس علم اللغة	BU_FART_ENGL11
20	20		-----	4	2	2	قواعد اللغة الإنجليزية	BU_FART_ENGL12
20	20		--	2	--	2	لغة عربية	BU_FART_ENGL13
120				18	6	12	مجموع الساعات	

الفرقة الثانية (قسم اللغة الانجليزية)

الفصل الدراسي الأول							
توزيع الدرجات			عدد الساعات			اسم المادة	كود
مجموع	تحريرى	أعمال سنة أو العملى	مجموع	تطبيقى/ عملى	نظرى		
20	15	5	2	--	2	تاريخ الأدب واللغة حتى ق 17	BU_FART_ENGL14
20	15	5	2	--	2	الدراما وشكسبير ق 16 و 17	BU_FART_ENGL15
20	15	5	2	--	2	الرواية والنثر الأدبى ق 16 و 17	BU_FART_ENGL16
20	20		3	1	2	صوتيات	BU_FART_ENGL17
20	15	5	2	--	2	الشعر ق 16 و 17	BU_FART_ENGL18
20	20		3	1	2	مهارات اللغة والمحادثه	BU_FART_ENGL19
20	15	5	2	--	2	مدخل إلى علم اللغة (مستوى متقدم)	BU_FART_ENGL20
20	20		2		2	لغة عربية	BU_FART_ENGL21
160	135	25	18	2	16	مجموع	

الفصل الدراسي الثانى							
توزيع الدرجات			عدد الساعات			اسم المادة	كود
مجموع	تحريرى	أعمال سنة أو العملى	مجموع	تطبيقى/ عملى	نظرى		
20	15	5	2	--	2	علم التراكييب (سينتاكس ومورفولوجى)	BU_FART_ENGL22
20	15	5	3	1	2	مقال وتدريبات لغوية	BU_FART_ENGL23
20	15	5	2	--	2	مدخل إلى الأدب الأمريكى	BU_FART_ENGL24
20	15	5	2	--	2	أدب مقارن (أسسه ونظرياته)	BU_FART_ENGL25
20	15	5	3	1	2	قواعد اللغة الإنجليزية	BU_FART_ENGL26
20	20	-	4	2	2	علم الترجمة من والى الإنجليزية	BU_FART_ENGL27
20	15	5	2	--	2	النقد الكلاسيكى	BU_FART_ENGL28
20	20		2	--	2	لغة فرنسية	BU_FART_ENGL29
160	130	30	20	4	16	مجموع	

الفرقة الثالثة (قسم اللغة الانجليزية)

الفصل الدراسي الأول							
توزيع الدرجات			عدد الساعات			اسم المادة	كود
مجموع	تحريري	أعمال سنة	مجموع	تطبيقى/ عملى	نظري		
20	15	5	2	--	2	دراسات لغوية: علم الأساليب	BU_FART_ENGL30
20	15	5	4	2	2	مقال وتدريب لغوية	BU_FART_ENGL31
20	15	5	2	--	2	دراسات لغوية: علم اللغة الاجتماعى	BU_FART_ENGL32
20	15	5	2	--	2	النقد الأدبى ق 18 و 19	BU_FART_ENGL33
20	15	5	2	--	2	أدب مقارنة	BU_FART_ENGL34
20	15	5	4	2	2	علم الترجمة من وإلى الإنجليزية	BU_FART_ENGL35
20	20		4	2	2	مهارات اللغة والمحادثة	BU_FART_ENGL36
20	20		2		2	لغة عربية	BU_FART_ENGL37
160	130	30	22	6	16	مجموع	

الفصل الدراسي الثانى							
توزيع الدرجات			عدد الساعات			اسم المادة	كود
مج	تحريري	أعمال سنة	مجموع	تطبيقى/ عملى	نظري		
20	15	5	2	--	2	تاريخ الأدب واللغة ق 18 و 19	BU_FART_ENGL38
20	15	5	2	--	2	الدراما ق 18 و 19	BU_FART_ENGL39
20	15	5	2	--	2	الرواية والنثر الأدبى ق 18 و 19	BU_FART_ENGL40
20	15	5	2	--	2	الأدب الأمريكى ق 19	BU_FART_ENGL41
20	15	5	4	2	2	مناهج بحث	BU_FART_ENGL42
20	20		4	2	2	قواعد اللغة الإنجليزية	BU_FART_ENGL43
20	15	5	2	--	2	الشعر ق 18 و 19	BU_FART_ENGL44
20	20		2	-	2	دراسات لغوية (علم الدلالة)	BU_FART_ENGL45
160	130	30	20	4	16	مجموع	

الفرقة الرابعة (قسم اللغة الانجليزية)

الفصل الدراسي الأول							
توزيع الدرجات			عدد الساعات			اسم المادة	كود
مجموع	تحريري	أعمال سنة أو العملي	مجموع	تطبيقي/ عملي	نظري		
20	15	5	4	2	2	مقال وتدريبات لغوية	BU_FART_ENGL46
20	15	5	2	--	2	دراسات لغوية: علم اللغة النفسي	BU_FART_ENGL47
20	15	5	2	--	2	الشعر ق 19 و 20	BU_FART_ENGL48
20	15	5	2	--	2	النقد النظري والتطبيقي ق 19 و 20	BU_FART_ENGL49
20	15	5	2	-	2	أدب مقارن	BU_FART_ENGL50
20	15	5	4	2	2	قواعد اللغة الإنجليزية	BU_FART_ENGL51
20	20		4	2	2	مهارات اللغة والمحادثة	BU_FART_ENGL52
20	15	5	4	2	2	قاعة بحث	BU_FART_ENGL53
160	125	35	22	8	16	مجموع	

الفصل الدراسي الثاني							
توزيع الدرجات			عدد الساعات			اسم المادة	كود
مجموع	تحريري	أعمال سنة	مجموع	تطبيقي/ عملي	نظري		
20	15	5	2	--	2	تاريخ الأدب واللغة ق 20	BU_FART_ENGL54
20	15	5	2	--	2	الدراما ق 20	BU_FART_ENGL55
20	15	5	2	--	2	الرواية والنثر الأدبي ق 20	BU_FART_ENGL56
20	15	5	2	--	2	الأدب الأمريكي ق 20	BU_FART_ENGL57
20	20		4	2	2	علم الترجمة من وإلى الإنجليزية	BU_FART_ENGL58
20	15	5	4	2	2	دراسات لغوية (البرجماتية)	BU_FART_ENGL59
20	15	5	4	2	2	اللغويات التطبيقية	BU_FART_ENGL60
140	110	30	20	6	14	مجموع	

توصيف المواد في (قسم اللغة الانجليزية)

تاريخ الأدب واللغة الإنجليزية

BU_FART_ENGL1

الأربع سنوات الدراسية

Civilization:

First Year

The exclusively British literary and political history periods are:

- Anglo-Saxon Period, 600-1100
- Anglo-Norman Period, 1100-1350
- Middle English Period, ca.1350-1500
- Tudor Period, 1500-1603

The following period refers to a Europe-wide historical epoch or an intellectual movement, and has therefore been assigned to all European authors, but not to authors from outside Europe:

- Medieval Period, 1100-1500

Topics will include:

- History of the English Language
- The origin of Language and the invention of writing
- The flux of Language
- Language Families
- The Indo-European Language
- The Germanic Language
- Old English

Second Year

BU_FART_ENGL14

The exclusively British literary and political history periods are:

- Elizabethan Period, 1558-1603
- Jacobean and Caroline Period, 1603-1660
- Commonwealth Interregnum Period, 1642-1660
- Restoration 1660-1700

The following period refers to a Europe-wide historical epoch or an intellectual movement, and has therefore been assigned to all European authors, but not to authors from outside Europe:

- Renaissance Period, 1500-1660

Topics will include:

- Middle English
- Phonology, Morphology, and Syntax
- Borrowings in Middle English Vocabulary

Third Year

BU_FART_ENGL38

General Periods:

- Eighteenth Century, 1700-1799
- Nineteenth Century 1800-1899

The exclusively British literary and political history periods are:

- Augustan Period, 1700-1745
- Age of Sensibility, 1745-1785
- Victorian Period, 1837-1901
- Early Victorian, 1837-1860
- Mid-Victorian, 1860-1880
- Late Victorian, 1880-1901

The following periods refer to Europe-wide historical epochs or intellectual movements, and have therefore been assigned to all European authors, but not to authors from outside Europe:

- Neoclassical Period, 1660-1785
- Romantic Period, 1780-1837

American and Canadian authors are instead allocated to separate sets of periods that reflect the specific histories of the USA and Canada.

- American Colonial Period, 1607-1765
- Revolutionary and Early American Period, 1765-1830
- American Romantic Period, 1830-1865
- American Realistic Period, 1865-1900

Topics will include:

- The growth of English
- Early modern English
- English in the Scientific Age

Fourth Year

BU_FART_ENGL54

General Periods:

- Twentieth Century, 1900-1999
- Modernist Period, 1899-1945
- Postwar Period 1945-1999
- Twenty-First Century, 2000-

The exclusively British literary and political history periods are:

- Edwardian Period, 1901-1914
- Inter-War Period, 1918-1939

American and Canadian authors are instead allocated to separate sets of periods that reflect the specific histories of the USA and Canada.

- American Naturalistic and Symbolistic Period, 1900-1930
- American Conformity and Criticism Period, 1930-1960
- American Confessional Period, 1960-
- Canadian Colonial Period, ca. 1610-1867
- Canadian Confederation Period, 1867-1920
- Canadian Modern Period, 1920-1960
- Canadian Contemporary Period, 1960-

Topics will include:

- Modern English (Phonology, Morphology, Syntax, Vocabulary)
- Changes in Meaning, pronunciation, Vocabulary, and spelling
- English today and tomorrow

اللغة العربية:

BU_FART_ENGL13 الفرقة الأولى

المادة مقررة:

أهداف المادة وتوصيفها:

ربط الطالب بلغته الأم ، وبالتالي ربطه بترائة وجذورة الثقافية ، فضلاً عن تنمية مهاراته التي تمثل أدواته الأساسية لتحصيل الثقافة واستيعاب العلوم ويتم تحقيق هذا الهدف ، من خلال تدريس بعض قواعد اللغة العربية والتدريب عليها لتنمية مهارات الطالب اللغوية لتمكينه من إجادة الكتابة بلغه سليمة .

BU_FART_ENGL21 اللغة العربية:

الفرقة الثانية (الفصل الدراسي الاول)

المادة مقررة:

أهداف المادة وتوصيفها:

ربط الطالب بلغته الأم ، وبالتالي ربطه بترائة وجذورة الثقافية ، فضلاً عن تنمية مهاراته التي تمثل أدواته الأساسية لتحصيل الثقافة واستيعاب العلوم ويتم تحقيق هذا الهدف ، من خلال تدريس بعض قواعد اللغة العربية والتدريب عليها لتنمية مهارات الطالب اللغوية لتمكينه من إجادة الكتابة بلغه سليمة .

BU_FART_ENGL37 اللغة العربية:

الفرقة الثالثة (الفصل الدراسي الاول)

المادة مقررة:

أهداف المادة وتوصيفها:

ربط الطالب بلغته الأم ، وبالتالي ربطه بترائة وجذورة الثقافية ، فضلاً عن تنمية مهاراته التي تمثل أدواته الأساسية لتحصيل الثقافة واستيعاب العلوم ويتم تحقيق هذا الهدف ، من خلال تدريس بعض قواعد اللغة العربية والتدريب عليها لتنمية مهارات الطالب اللغوية لتمكينه من إجادة الكتابة بلغه سليمة .

صوتيات: الفرقتين الأولى والثانية

Phonetics (First and Second Years):

First Year BU_FART_ENGL2

- Introduction (historical background)
- Production of Speech sounds (organs of speech)
- Classification: vowels and consonants
- Voiced and voiceless sounds
- Phonemes, allophones and principles of transcription
- Prominence, syllable, and diphthongs
- Stress
- Aspects of connected speech:
 - Pitch, rhythm, assimilation, elision, linking
- Intonation and sound variation

Second Year BU_FART_ENGL17

- Accent and variables
- Acoustics of speech
- Performance variation
- Linguistics and sociological variables
- Stylistic variation

References

Gimson. *An Introduction to the Pronunciation of English.*

Jones, D. *An Outline of English Phonetics.*

Roach, Peter. *English Phonetics and Phonology.*

Note:

The above mentioned points should be explained and discussed and students should be given exercises on these point.

مقال وتدريبات لغوية : الفرق الأربعة

Essay:(The four Years)

First Year BU_FART_ENGL5

- Writing paragraph and short composition:
 - Topic sentence
 - Organization
 - The thesis sentence -developing and discussion
 - Introducing and concluding the short composition

Second Year BU_FART_ENGL23

- Basic principles of essay writing
- Writing skills: report, word use, pre-writing, outlining, rewriting, proofreading
- Types of essay: development; descriptive narrative, illustrative, comparative, analytical, argumentative
- Concentration on analytical essays.

Third Year BU_FART_ENGL31

- Punctuation and grammar skills
- Concentration on: narrative, illustrative, comparative types

Fourth Year

- Rhetoric, coherence, and cohesion
- Concentration on: argumentative essays and letter writing

References

BU_FART_ENGL46

- Langan, John. (1987). *College Writing Skills.* New York: McGraw-Hill.
- Raphael, Carolyn B. (1983). *A Rhetorical Reader For ESL Writers.*
- Sullivan, Kathleen E. (197). *Paragraph Practice.* London: Macmillan.

الدراما : الفرق الأربعة

Drama: (The four Years)

First Year BU_FART_ENGL4

Introduction to drama with reference to a classical play and a play by Shakespeare (Comedies or Romances).

Second Year BU_FART_ENGL15

Shakespeare and an introduction to the 17th century with a study of two plays (Tragedies).

Third Year BU_FART_ENGL39

The 18th century and the beginning of the 19th century with reference to two plays.

Fourth Year BU_FART_ENGL55

Introduction to Modern drama with reference to two plays from the modern period.

الرواية والنثر الأدبي: الفرق الأربعة

Novel & Non-Fictional Prose : (The four Years)

First Year BU_FART_ENGL3

- An introduction to the English novel
- Principles and Fictional Terms
- Definitions
- The beginning of the novel as a literary form in the 16th century up to the end of the 17th century with reference to two novels.
- An introduction to Non-Fictional Prose and samples written by the main figures belonging to that era.

Second Year BU_FART_ENGL16

- The Eighteenth century novel with reference to two novels.
- Non-Fictional Prose and samples written by the main figures belonging to that era.

Third Year BU_FART_ENGL40

- The Victorian age with reference to two novels, at least.
- Non-Fictional Prose and samples written by the main figures belonging to that era.

Fourth Year BU_FART_ENGL56

- Modern British Novel and Short Story with reference to two novels and four short stories.
- Non-Fictional Prose and samples written by the main figures belonging to that era.

النقد الأدبي: الفرق الأربعة

Literary Criticism:(The four Years)

First Year

BU_FART_ENGL8

Course Objectives:

The course is designed to teach students how to interpret and evaluate works of literature and the arts. It shows them both the nature and the function of criticism. It is organized chronologically, divided into two main sections: Greek critics and Roman critics. The focus is primarily on the ancient Greeks and Romans because they represent the classical tradition inherited and built upon by the following critics.

Course Content:

The course will include the following:

Classical Critics: Four works of poetic theory by ancient Greek and Roman theorists have had a profound influence on the course of Western literature in general and poetry in particular: Plato's *Politeia* (c. 399-390 b.c.e.; *Republic*), Aristotle's *De poetica* (c. 334-323 b.c.e.; *Poetics*, 1705), Horace's *Ars poetica* (13-8b.c.e.; *The Art of Poetry*), and Longinus's *Peri hypsous* (*On the Sublime*).

Second Year **BU_FART_ENGL28**

Course Objectives:

The course is organized chronologically, divided into three main sections: The Renaissance, the Metaphysical, and the Neoclassical. It is designed to teach students how to interpret and evaluate works of literature and the arts within the light of the Renaissance, Metaphysical, and Augustan conceptions of poetry, drama, nature and life. It shows that while the Renaissance critic focuses on poetry, and the nature of poetry, the metaphysical critic focuses on the nature of drama, heroic drama, imitation, satire and translation, while the Neoclassical critic focuses on practical reason, formality, social conformity, emotional restraint, didacticism, submission to the authority of classical literary techniques, the mimetic relationship of poetry to the nature or reality that it imitates and with the pragmatic relationship of poetry to its audience, and, finally, on poetry as an imitation of nature designed to instruct and delight.

Course Content:

The course will include the following:

Renaissance Critics: Julius Caesar Scaliger, Sir Philip Sidney.

Metaphysical Critics: John Dryden.

Neoclassic Critics: Joseph Addison, Alexander Pope, and Samuel Johnson.

Third Year BU_FART_ENGL33

Course Objectives:

The course is organized chronologically, divided into two main sections: Romantic critics and Victorian critics. It is designed to teach students how to interpret and evaluate works of literature and the arts within the light of the Romantic and Victorian conceptions of nature and life. It shows that if the revolution from neoclassicism to romanticism is seen in the works of William Wordsworth, Samuel Taylor Coleridge, Percy Bysshe Shelley, and John Keats, who emphasized the importance of emotion and imagination in literature, the expressive relationship of the poet to poetry, and poetry as an expression of the creative imagination, the change from Victorian to Romantic criticism is seen in some of critics celebration of art for art's sake, with no moral strings attached, such as Arthur Symons in *The Symbolist Movement in Literature* (1899), and Henry James, who stressed the possibilities of point of view for further developing the narrative form in his essay "The Art of Fiction" (1893). The emphasis in criticism of this period on the reaction of the critic to the work under scrutiny led to the use of the term impressionistic criticism. It shows that the Victorians—Matthew Arnold chief among them—struggled with issues that confront us well over a century later: social injustice, unequal educational opportunity, religious doubt, the uncertain role of the arts in the modern world, the restlessness and confusion of modern man.

Course Content:

The course will include the following critics:

Romantic Critics: A. W. von Schlegel, Friedrich Schlegel, William Wordsworth, Samuel Taylor Coleridge, Percy Bysshe Shelley, John Keats, William Hazlitt, and Ralph Waldo Emerson.

Victorian Critics: John Ruskin, Matthew Arnold, Walter Pater, Henry James, Oscar Wilde, Arthur Symons, Hippolyte Taine, Charles-Augustin Sainte-Beuve, and Edgar Allan Poe.

Fourth Year BU_FART_ENGL49

Course Objectives:

The course focuses on 20th century criticism, which has been called the Age of Criticism. The course, which is both theoretical and practical, is designed to pinpoint the various critical trends of the twentieth century, and show the students how to apply them to works of literature. Such major disciplines as psychology and anthropology, and such ideologies as Christian theology and Marxist dialectic, were found to have valid application to works of literature. Freudian analysis became a tool for literary biographers. Carl Jung's theory of the collective unconscious also became a tool, along with anthropological methodology, for critics like T. S. Eliot and Northrop Frye, who sought to trace similarities of pattern in literatures of disparate cultures and ages. By means of the so-called New Criticism—the technique of close reading, which largely ignores biographical and historical concerns—such critics as

Cleanth Brooks, Allen Tate, and Lionel Trilling revived the notion of a poem as an autonomous art object. Notable among academic and journalistic critics who used a combination of critical approaches to enlighten their readers are Edmund Wilson, W. H. Auden, and George Steiner. Feminist and multicultural literary criticism also were important forces throughout the second half of the 20th century. Structuralism in its literary critical form was a dominant theory from the 1960s into the 1970s, largely due to the work of French theorists Roland Barthes and Michel Foucault. During the 1980s and into the 1990s deconstruction, influenced by such figures as Jacques Derrida and Paul de Man, dominated academic criticism. In addition, the historical approach of such New Historicists as Stephen Greenblatt also found a number of adherents. In general, a critical eclecticism characterized literary criticism at the end of the 20th century.

Course Content:

The course will include the following critics and schools of criticism:

Modern Critics and Schools: T. S. Eliot, I. A. Richards, New Criticism, Formalistic Criticism, New Formalism Criticism, Linguistic Criticism, Feminist Criticism, Archetypal Criticism, Psychological Criticism, Marxist Criticism, Objective Criticism, Structuralist & Poststructuralist Criticism, Phenomenological Criticism, Cultural Criticism, Deconstruction Criticism, New Historicism Criticism, Neo-Humanism Criticism, Practical Criticism, Pragmatic Criticism, Reader-Response Criticism, and Stylistics Criticism.

الشعر: الفرق الأربعة

Poetry:(The four Years)

First Year BU_FART_ENGL9

Course Objectives:

The purpose of the course is to introduce students to the serious study of poetry by focusing on particular poems of various types with a wide range or subject matter. The course is designed to show the student that when we analyze poems, we explore the poetic words to see how they move—and how they move us. When our initial excitement subsides, it is time to take a close look at the inner workings of the poet's art. This will move the student to learn how to analyze a poem to understand and appreciate its craftsmanship, and how to explore such poetic devices as rhyme, rhythm, figurative language, diction, allusions, imagery, voice, and irony. Why did the poet select one word over another? Why did the poet arrange the words in just that way?

The student should gain not simply knowledge of the craft of verse, but also an appreciation of poems. Emphasis will be on poetic meanings and how they are created. Appropriate literary terms will be introduced in the study of the poems.

Course Content:

To accomplish the above objectives, the used plan or strategy should at least include or cover six units, where each unit builds on the preceding one. The units could run as follows:

Unit One: "How to Read and Interpret Poetry." It provides a general overview of reading and interpreting poetry. Here, the student will learn how to understand a poem by following the punctuation and other clues to meaning, such as symbols and allusions. Detailed explanations take the student step by step through the learning process. The student will study important poems by well-respected writers such as Nobel Laureate W. B. Yeats.

Unit Two: "Rhythm and Meter" and "Rhyme and Figurative Language." "Rhythm and Meter" explains how to follow a poem's *meter*; or beat. The student will learn all about English metrics. Detailed charts, extensive examples, and clear explanations will help you probe the underpinnings of the poet's art. "Rhyme and Figurative Language" takes the student on a guided tour through each different kind of rhyme as well as each figure of speech. First, the student will learn about each aspect of rhyme such as *alliteration*, *assonance*, *consonance*, *eye-rhyme*, and *perfect rhyme*. Each aspect of rhyme is explained completely as well as illustrated with passages from important poems. Second, the student will learn about each figure of speech such as metaphor, simile, oxymoron, onomatopoeia, etc. The figures of speech are arranged alphabetically for ease of use. Later, the student can use these sections as handy reference guides when he/she reads poetry on his/her own.

Unit Three: "Types of Poems and important Poetic Movements" and "How Poets Create a Vision." It provides the student with the types of poems and important poetic movements to show how each poetic theory developed from the preceding one. Once again, all explanations are backed up with specific examples from famous poems. It also shows the student "How Poets Create a Vision," which explores the three basic parts of any poem: its vision, the speaker who expresses that vision, and the language the poet uses to express voice and vision. In this unit, the student will learn how poets create a vision in their work—and how he/she can discover and appreciate that vision. Here, the student will test his/her knowledge by analyzing a series of poems. Probing questions guide the student to synthesize all he/she has learned. Each exercise is followed by complete answers so the student can check your work. After the student completes an exercise, he/she can go back and review anything he/she did not understand.

Unit Four: "Rhymed and Unrhymed Verse." It explores rhymed and unrhymed verse, starting with accentual verse, blank verse, and free verse, and moving to specific kinds of rhymed verse. The student will find explanations and examples of narrative poems, lyrics, odes, and sonnets. Once again, detailed line-by-line explanations and guided questions and answers make it easy for the student to understand and appreciate different types of poetry.

Unit Five: "Sample Essays for Analysis." It is a series of sample essays for analysis. Each poem is followed by a question and sample essay. There is even an explanation of why each essay answers the question. This will help the student model his/her own responses on sample papers and to understand why his/her own essays do or do not answer the questions. It also provides detailed interpretations of some selected poems in a way to show the student how to understand and interpret a poem.

Unit Six: "Interpretation of selected Poems." It provides detailed interpretations of some selected poems in a way to show students how to understand and interpret a poem.

* The course will include at least 20 poems. The student will be expected to have a thorough understanding of the set poems. The course will include selections from works by Sir Thomas Wyatt, Robert Southwell, William Shakespeare, Thomas Campion, John Donne, George Herbert, John Milton, Andrew Marvell, John Dryden, Edward Taylor, Jonathan Swift, Thomas Gray, William Blake, William Wordsworth, Samuel Taylor Coleridge, Lord Byron, Percy Bysshe Shelley, John Keats, John Clare, Elizabeth Barrett Browning, Robert Browning, Matthew Arnold, Gerard Manley Hopkins, Alfred Lord Tennyson, Christina Rossetti, Thomas Hardy, Ralph Waldo Emerson, Henry Wadsworth Longfellow, Walt Whitman, Emily Dickinson, Edgar Allan Poe, Edwin Arlington Robinson, T. S. Eliot, Robert Frost, Wallace Stevens, William Carlos Williams, Robinson Jeffers, John Crowe Ransom, Sylvia Plath, Allen Ginsberg, Robert Hayden, Robert Bly, Denise Levertov, Mary Oliver, Rosanna Warren, W. B. Yeats, Dylan Thomas, Craig Raine, James Fenton, Philip Larkin, Ted Hughes, Seamus Heaney, and Paul Muldoon.

Text Books: *The Norton Anthology of Poetry*. 4th Ed. NY: Norton, 1996.

Second Year BU_FART_ENGL18

Course Objectives:

Students will be expected to analyze both the form and content of the set poems in considerable detail. They should also be familiar with the general trends of poetry during the Anglo-Saxon, the Middle Ages, the 15th century, the 16th century, and the 17th century.

Special emphasis will be placed on the rise and development of major poetic forms, themes, techniques and schools.

Course Content:

The course will include selections from works by the following poets: Beowulf, Geoffrey Chaucer, Dante Alighieri, Sir Gawain and the Green Knight, William Dunbar, John Skelton, Sir Thomas Wyatt, Edmund Spenser, Surrey, Sir Philip Sidney, Fulke Greville, Sir Walter Raleigh, Robert Southwell, Christopher Marlowe, William Shakespeare, Thomas Campion, Ben Jonson, John Donne, Robert Herrick, Henry King, George Herbert, John Milton, Anne Bradstreet, Andrew Marvell, Henry Vaughan, John Dryden, Thomas Traherne, Aphra Behn, Margaret Cavendish, Edward Taylor, and John Wilmot.

Third Year BU_FART_ENGL44

Course Objectives:

The course will concentrate on Augustan satire, the mock epic, and eighteenth-century romantic verse. The set poems will survey the major poets and verse forms of the period 1700-1850. Because many of the poems are quite lengthy, lines for particular emphasis will be excerpted.

Course Content:

The course will include selections from the works of Jonathan Swift, Alexander Pope, Samuel Johnson, John Gay, Thomas Gray, William Collins, Christopher Smart,

Oliver Goldsmith, William Cowper, William Blake, Robert Burns, William Wordsworth, Samuel Taylor Coleridge, Lord Byron, Percy Bysshe Shelley and John Keats.

Fourth Year BU_FART_ENGL48

Course Objectives:

The course will examine in depth some themes, trends and genres in Victorian poetry. It will also present a survey of important poets in the modern period. While it concentrates on a detailed study of particular poems, it also introduces subjects as well as forms, symbols, language, etc. that are characteristic of modern poetry.

Course Content:

The course will include selections from the works of John Clare, Elizabeth Barrett Browning, Robert Browning, Alfred Lord Tennyson, Matthew Arnold, Christina Rossetti, Dante Gabriel Rossetti, Gerard Manley Hopkins, Thomas Hardy, Ralph Waldo Emerson, Henry Wadsworth Longfellow, Edgar Allan Poe, Walt Whitman, Emily Dickinson, Edwin Arlington Robinson, W. B. Yeats, Wilfred Owen, Dylan Thomas, W. H. Auden, Craig Raine, Philip Larkin, James Fenton, Ted Hughes, Seamus Heaney, Paul Muldoon, T. S. Eliot, Ezra Pound, Robert Frost, Wallace Stevens, William Carlos Williams, Robinson Jeffers, Theodore Roethke, Elizabeth Bishop, John Crowe Ransom, Sylvia Plath, Allen Ginsberg, Robert Hayden, Robert Bly, Robert Lowell, James Wright, Denise Levertov, Mary Oliver, Rosanna Warren, and Thom Gunn.

** Students are supplied with a list of recommended readings.

قواعد اللغة الإنجليزية: الفرق الأربعة

English Grammar:(The four Years)

First Year BU_FART_ENGL12

- The Morphology of English.
 - Morphemes
 - Words: simple and compound
 - Word formation: compounding, derivation, clipping, etc.
 - Inflectional Paradigms:
 - Noun paradigm, verb paradigm, comparable paradigm
 - Parts of speech: Form classes:
 - Nouns, verbs, adjectives, adverbs, uninflected words, etc
 - Parts of speech: Structure classes:
 - Auxiliaires, pronouns, determiners, prepositions, articles, qualifiers, etc.

Second Year BU_FART_ENGL26

- The Syntax of English
 - Tenses: simple, progressive, perfect, future constructions
 - Nouns and Verb phrases
 - Basic sentence patterns
 - Parts of speech: positional classes:
 - Nominals, verbals, adjectival, conditionals, adverbials, reported speech, passive, etc.

Third Year BU_FART_ENGL43

- Modification:
 - sentence modifiers
 - prenominal modifiers
 - postnominal modifiers: modified-adjectives, modified-adverbs, noun-phrase Adjectival, prepositional phrase adjectival, participial phrase, etc.
 - Verb phrase: one word adverbial, word group adverbial
- Levels of Modification: -immediate constituents
 - coordination
 - multiple constituents
- Complements
- Subjective forms of the verb
- Noun subgroups: proper nouns, count and mass
- The Expletives: there, it
- Questions , negatives and auxiliaries
- Conjunctions and prepositions

Fourth Year BU_FART_ENGL51

- Transformational grammar
 - deep and surface structures
- The Lexicon: determiners, nouns ,and verbs phrase structure

References

- Quirk. *English Grammar*.
- N. Stageberg. *An Introductory English Grammar*.
- Jacobs and Rosenbaum. *An Introduction into Transformational Grammar*.
- M. Lester. *Transformational Grammar of English*.

علم الترجمة: الفرق الأربعة

Translation:(The four Years)

First Year BU_FART_ENGL6

- Introduction to translation: theory and application
- An overview of the history of translation theories
- Translation of words and constructions
- Sentence constructions:
Active / passive, complex sentences, idioms, reported speech, etc.
- Selections of different translation passages

Second Year BU_FART_ENGL27

- The task of the translator
- Theories of functional translation
- An overview of the different types of translation:
literary, scientific, commercial, press translations, etc.
- Application on' different passages from: different types of translation

Third Year BU_FART_ENGL35

- Methods of translation:
 - 1-word- for- word translation
 - 2-literal translation
 - 3-faithful translation
 - 4-semantic translation
 - 5-adaptation translation
 - 6- free translation
 - 7 -communicative translation
- Application on different passages from scientific, commercial and, press types of translation

Fourth Year BU_FART_ENGL58

- Theories of functional translation and an introduction to modern language science, e.g. discourse analysis and translation
- Concentration on:
 - 1-Literary translation passages (poetry, drama, and novel)
 - 2-Descriptive and argumentative passages

References

- Baker, M. *In Other Words*. London & New York.
- Bassnett, S. (1980). *Translation Studies*. London & New York: Routledge.
- Bassnett, S. (1990). *Translation ,History, & Culture*. London: Printer
- Venuti, L. (ed). (2000). *The Translation Studies Reader*. London: Routledge.
- Venuti, L. (1998). *The Scandals of Translation*. London& New York: Routledge.

نظرية الترجمة الحديثة محمد عناني
 مرشد المترجم / محمد عناني
 فن الترجمة / محمد عناني
 الترجمة الأدبية بين النظرية والتطبيق / محمد عناني

الأدب الأمريكي: الفرق الثلاثة

American Literature(The Three Years)

Second Year BU_FART_ENGL24

The purpose of the course is to introduce students to American Literature. It shows that American literature turned to the subject of America after the Revolutionary War, when American authors began the exploration of themes and motifs distinctly American. Continuing the Puritan belief in America as the New Eden, American authors stressed the millennial nature of settlement and progress. Each milestone in improvement and enlargement marked a national movement toward spiritually sanctioned political dominion. Geographic, industrial, and social changes found justification in America's mythic vision of itself independent of England and free of European hierarchy.

The course traces the beginnings of American fiction which was based on tensions in American dualities: Calvinistic sin and predestination opposed to romantic optimism; determinism opposed to free will; idealism versus materialism; European aristocracy opposed to democracy; capitalistic prosperity versus economic struggles. It also traces the beginnings of American drama, which date back to April 30, 1598. It shows that among other "firsts" on the American theater scene was a *Ye Bare and Ye Cubb* (pr. 1665) by William Darby, *The Prince of Parthia* (1767), a heroic tragedy by Thomas Godfrey, and *The Contrast* (pr. 1787), a comedy by Royall Tyler. The course, likewise, traces the beginnings of American poetry which remained minor and derivative until about 1820, when William Cullen Bryant emerged.

Though American writers such as John Trumbull, Timothy Dwight, and Philip Freneau soon turned toward American subjects, they continued to see them through British eyes and to imitate British literary models, which were still of the neoclassical type. Neoclassicism was appropriate to a society in which religious and social values were well assured and stability was more evident than change. Yet this stability was vanishing rapidly throughout the latter eighteenth century, in both England and America.

Course Content:

The course will include one selection of each genre of fiction and drama, and some selections of poetry.

Third Year BU_FART_ENGL41

Course Objectives:

This course will be designed for students taking Nineteenth Century literature courses. The course will be prepared with a double intention: to present works of literature as works of art worthy of being apprehended and appreciated for their beauty and expressiveness, while at the same time being viewed as objects to be analyzed, evaluated, and written about. The arrangement of the course will underscore the belief that the appreciation and analysis of literature should occur simultaneously, that the two intentions should be united.

This course will be organized by genre: fiction, poetry, and drama. This mode of organization has been chosen because it focuses students' attention equally on both the *how* and the *what* of literary art. Moreover, it reminds students that when they write about literature they are writing about techniques and forms as well as ideas.

Course Content:

The course will include one selection of each genre of fiction and drama, and some selections of poetry.

Suggested Novels:

Henry James: *The Ambassadors*; Herman Melville: *Moby Dick: Or, The Whale*; Nathaniel Hawthorne: *The Scarlet Letter*; James Fenimore Cooper: *The Last of the Mohicans: A Narrative of 1757*; Harriet Beecher Stowe: *Uncle Tom's Cabin: Or, Life Among the Lowly*; William Dean Howells: *The Rise of Silas Lapham*; Mark Twain: *Adventures of Huckleberry Finn*; Kate Chopin: *The Awakening*; Theodore Dreiser: *Sister Carrie* and *An American Tragedy*.

Suggested Poets:

Arabella E Smith, Edgar Allan Poe, Emily Dickinson, Henry David Thoreau, Henry Wadsworth Longfellow, Herman Melville, John Greenleaf Whittier, Oliver Wendell Holmes, Paul Laurence Dunbar, Philip Freneau, Ralph Waldo Emerson, Stephen Crane, Walt Whitman, William Cullen Bryant, and William Morris.

Suggested Plays:

William Dunlap: *The Father: Or, American Shandyism*; George H. Boker: *His Francesca da Rimini*.

Fourth Year BU_FART_ENGL57

Course Objectives:

This course will be designed for students taking modern literature courses. The course will be prepared with a double intention: to present works of literature as works of art worthy of being apprehended and appreciated for their beauty and expressiveness, while at the same time being viewed as objects to be analyzed, evaluated, and written about. The arrangement of the course will underscore the belief that the appreciation and analysis of literature should occur simultaneously, that the two intentions should be united.

This course will be organized by genre: fiction, poetry, and drama. This mode of organization has been chosen because it focuses students' attention equally on both

the *how* and the *what* of literary art. Moreover, it reminds students that when they write about literature they are writing about techniques and forms as well as ideas.

Course Content:

The course will include one selection of each genre of fiction and drama, and some selections of poetry.

Suggested Novels:

Scott Fitzgerald: *The Great Gatsby*; Ernest Hemingway: *A Farewell to Arms*, *The Sun Also Rises* and *The Old Man and the Sea*; William Faulkner: *The Sound and the Fury*, *As I Lay Dying*, *Light in August* and *Absalom, Absalom!*; Robert Penn Warren: *All the King's Men*; Norman Mailer: *The Naked and the Dead*; Bernard Malamud: *The Assistant*; Richard Wright: *Native Son*; James Baldwin: *The Fire Next Time*; Thomas Pynchon: *The Crying of Lot 49*, *Gravity's Rainbow*, and *Vineland*; Alice Walker: *The Color Purple*, and Toni Morrison: *Beloved*; Ralph Ellison: *Invisible Man*; John Updike: *Rabbit, Run*; Louise Erdrich: *Love Medicine*; Linda Hogan: *Power*; Leslie Marmon Silko: *Ceremony*; N. Scott Momaday: *House Made of Dawn*; and Guy Madison: *The Res.*

Suggested Poets:

Edwin Arlington Robinson, T. S. Eliot, Ezra Pound, Robert Frost, Wallace Stevens, Theodore Roethke, Elizabeth Bishop, Robert Lowell, Robert Bly, James Wright, A. E. Housman, Marianne Moore, John Crowe Ransom, Edward Estlin Cummings, Hart Crane, Sylvia Plath, and Gary Snyder, A. R. Ammons, Donald Justice, Denise Levertov, Louise Glück, Rita Dove, Wendell Berry, Robert Creeley, Robinson Jeffers, and Philip Levine.

Suggested Plays:

O'Neill: *Desire Under the Elms* and *Mourning Becomes Electra*; Clifford Odets: *Awake and Sing*; Lillian Hellman: *The Children's Hour* and *Watch on the Rhine*; Thornton Wilder: *The Skin of Our Teeth*; William Saroyan: *The Time of Your Life*; Tennessee Williams: *The Glass Menagerie* and *A Streetcar Named Desire*; Arthur Miller: *Death of a Salesman*, *All My Sons* and *The Crucible*; Edward Albee: *The American Dream*; Lanford Wilson: *The Hotl Baltimore*; Jason Miller: *That Championship Season*; Arthur Kopit: *Wings*; Neil Simon: *The Odd Couple*; Lanford Wilson: *The Madness of Lady Bright*; David Mamet: *A Life in the Theatre* and *American Buffalo*; Sam Shepard: *True West* and *Fool for Love*; John Guare: *The House of Blue Leaves*, *Six Degrees of Separation*, and *Four Baboons Adoring the Sun*, and August Wilson: *Two Trains Running*.

أدب مقارن: الفرق الثلاثة

Comparative Literature(The Three Years):

Second Year BU_FART_ENGL25

- What is comparative literature?
- How comparative literature came into being?
- Samples of application The Eighteenth century novel with reference to two novels.

Third Year BU_FART_ENGL34

- Beyond the frontiers of Europe:
Alternative concepts of comparative literature
- Comparative Literature of the British Isles
- Comparative Identities in the post colonial world

Fourth Year BU_FART_ENGL50

- Constructing Cultures: the politics of Travellers' Tales
- Gender and Thematics: the Case of Guinevere
- From comparative literature to translation studies
- What is comparative literature today?

Note

- One Application should be given each year.

مناهج بحث

Methods of research

Third Year: BU_FART_ENGL42

This course is designed to teach students how to write a good research paper, starting with a very detailed advice on how to choose a topic and continuing through the research process to writing the final bibliography.

دراسات لغوية (علم الدلالة)

BU_FART_ENGL45

Semantics

Third Year

A brief introduction to formal semantics

- 1 Formal languages
- 2 Truth-functional semantics
- 3 Predicate logic and its semantics
- 4 Modal logics and their semantics
- 5 Extension and intension
- 6 Formal semantics and natural languages

قاعة بحث

BU_FART_ENGL53

Research Presentation

Fourth Year

This is a practical course which will involve a challenging exercise in investigation and communication. Students will be interviewed, and asked to give a presentation of the content of a research paper. They will be asked about how they collected, evaluated, organized and objectively restated the information found during research.

مقدمة في علم اللغة BU_FART_ENGL10

Introduction to linguistics

First Year

Goal

To help students get a broad understanding of human language.

To introduce students to some of the subfields of linguistics (such as phonetics, phonology, morphology, semantics, syntax, etc.) to help them get grasp of the main concepts, which would help them in pursuing linguistics studies.

Intended learning outcomes

To understanding the main concepts related to human language.

To be aware of the main concepts in some of the subfields of linguistics.

Topics

- Sounds
- Phrases
- Morphology
- Word formation process
- Sentence and grammar
- Syntax
- Semantics
- Discourse analysis
- Language and mind
- Language and machine
- Language acquisition

Activities, Tasks, and assignments

- Projects
- Discussions
- Comparison
- Group work

Sources

George Yuie. (1985). *The Study of language*.

مدخل إلى علم اللغة (مستوى متقدم)

BU_FART_ENGL20

Introduction to Linguistics

Second Year

Intended learning outcomes

This course is designed to give students a broad understanding of human language: what it is, what it is used for, and how it works. The course will give students a taste of some of the subfields of linguistics (such as phonetics, phonology, morphology, semantics, syntax, pragmatics, historical linguistics, psycholinguistics, and sociolinguistics) to help them acquire the basic vocabulary and concepts necessary to further pursue linguistic studies. An introduction to Linguistic Science including its aims, aspects, and relation to other social disciplines. The goal is to acquaint the student with the nature of language and its characteristics, components, and functions.

Topics:

- The design of language
- Animal communication
- Language, mind and social life
- Language and parole
- competence and performance
- Knowledge and ability
- Sound segments
- Morphology
- Grammatical structure
- Semantic
- Context and schema
- Negotiation of meaning
- The scope of linguistics
- The data of linguistics
- Pragmatics

Activities, Tasks, and assignments

- projects
- discussions
- comparison
- Group work

○Sources

Widdowson H. G. (1996). *Linguistics Oxford*.

علم التراكيب (سينتاكس ومورفولوجي) BU_FART_ENGL22

Syntax and Morphology

second Year

Intended learning outcomes

- 1- This course introduces morpheme, morphemic, analysis, affixes, allomorphs, inflection and derivational form

- 2- Student will survey the inventory of English morphemes, that participate in the morphological processes and consider various theoretical issues that arise in trying to account for English word formation.
- 3- It encourages the students to develop a hands-on approach towards a descriptive morphological analysis of English
- 4- The students will be encouraged to develop the particular skills required to produce morphological analysis of data taken from English

Topics

- What is morphology?
- Kinds of morphology
- Free versus bound
- Inflectional vs derivational
- Allomorphs
- Difficulties in morpheme analysis
- Parts of speech: structure classes

Activities, Tasks, and assignments

- Presentation
- Summary
- Projects
- Peer & Group
- Discussions
- Conducting research

Sources

- Stageberg. *An Introductory English Grammar*.
- Bolinger. *Aspects of language*.

علم اللغة الاجتماعي

Sociolinguistics

Third Year BU_FART_ENGL32

Intended learning outcomes

A study of ways in which language serves to define and maintain group identity and social relationships among speakers. Topics include language and social context, the patterned co-variation of language and society, social dialects and social styles in language, and problems of multilingual societies

Topics

- The scope of sociolinguistics
- Ethnography of speaking
- Language and gender
- Language and Power
- Language and ethnic identity
- Language and politics
- The spread of English-Imperialism or hegemony?

Activities, Tasks, and assignments

- Presentation
- Summary

- Projects
- Peer & Group
- Discussions
- Conducting research

Sources

Spolsky, B. (1998). *Sociolinguistics Oxford*.

اللغويات التطبيقية

Applied Linguistics BU_FART_ENGL60

Fourth Year

Intended learning outcomes

This is an introductory course in the use of computers for learning English. It focuses on student online writing and speaking communication through utilizing the internet. To acquaint students with some computer-based instructional techniques for teaching English.

Students practice skills required for using the internet for educational purposes as online writing online assessment, and speaking communication.

Topics

- Online writing collaboration
- Chat rooms
- Forums and threads
- Question and answer
- Online assessment
- Virtual classes
- Simulation and role play
- To attain adequate skills for using computers in teaching English
- To develop their abilities for using the internet to enhance their English language Skills
- Online writing collaboration
- Chat rooms
- Forums and threads
- Question and answer
- Online assessment
- Virtual classes
- Simulation and role play

Activities, Tasks, and assignments

- Writing online
- Chatting online
- Self/peer online assessment
- Role play

دراسات لغوية: علم اللغة النفسي

Psycholinguistics

BU_FART_ENGL47

Fourth Year

Goal

- To acquaint students with theories of language acquisition.
- To familiarize students with stages of linguistics development.
- To examine how language is processed
- To explicate linguistics pheromones as language loss, speech and language disorders.

Intended learning outcomes

- To display knowledge of theories of language acquisition.
- To familiar with stages of linguistics development.
- To attain an understanding of language processing system
- To be aware of language disorders and their causes

Topics

- Language acquisition in children
- Innateness
- Stages of linguistics development
- Production
- Conceptualization
- Formulation
- Articulation
- Self-monitoring
- Comprehension
- (sounds, words, sentences, texts,..)
- language loss
- Neurolinguistics Speech and language disorders

Activities, Tasks, and assignments

- Summary
- Presentation
- Discussions
- Projects

Sources

- Scovel. (1998). *Psycholinguistics*.
- Slobin. (1974). *Psycholinguistics*.

دراسات لغوية: علم الأساليب BU_FART_ENGL30

Stylistics

Third Year

Intended learning outcomes

This course is designed to familiarize students with contribution that linguistics can make towards the study of literature in general and literary style in particular.

To familiarize students with contribution that linguistics can make towards the study of literature in general and literary style in particular.

To realize the relationship between linguistics on one hand literature and literary style on the other.

Topics

- Features of style
- Style in context
- Style in Literature
- Text type and function
- Text in discourse
- Textual and contextual meaning
- The context of literary discourse
- Double meaning perspective in narrative fiction
- Stylistic markers
- Given and new information
- Ideological perspective
- Speech and thought representation
- Literary criticism
- Interacting a complete poem
- Stylistic and Ideological perspective

Activities, Tasks, and assignments

- Presentation
- Discussions
- Text analysis
- Group projects
- Individual projects

Sources

- Verdonk, Peter. (2002). *Stylistics*. Oxford.

مهارات اللغة والمحادثة: الفرق الثلاثة

Language & Conversation Skills: (The Three Years)

Second Year BU_FART_ENGL19

Goals

- 1-To prepare Sts to be active participants in class discussions by focusing on developing their communicative skills.
- 2-To encourage Sts to join in speaking conversations through activities that encourage student talk in natural manner.
- 3-To lower students' affective filter through working in pairs and in small groups, which encourages shy students to speak up.

Intended learning outcomes

To be able to participate freely in class discussion.

To be able to communicate their ideas clearly.

To have an active role in the conversations that take place in pair and group activities.

To be able to participate freely in activities that enhance speaking skills, such as role play, brainstorming, thinking aloud, story telling, reporting, etc.

Topics

Conversations on a variety of topics and situations.

Third Year BU_FART_ENGL36

Goals

- 1-To prepare Sts to be active participants in class discussions by focusing on developing their communicative skills.
- 2-To encourage Sts to join in authentic conversations through activities that encourage student talk in natural manner.
- 3-To lower students' affective filter through working in pairs and in small groups, with the aim of increasing students' oral proficiency.

Intended learning outcomes

To be able to participate freely in class discussion.

To be able to communicate their ideas with confidence and clarity.

To have an active role in the conversations that take place in pair and group activities.

To demonstrate an adequate fluency in activities that require advanced speaking skills, such as role play, brainstorming, thinking aloud, story telling, reporting, etc.

Topics

Conversations on a variety of topics and situations.

Activities, Tasks, and assignments

Pairs and group conversations

Brainstorming

Thinking aloud

Story telling

Reporting

Online chats

Problem solving

Riddles

Sources

Selected material by instructor

Assessments

Oral test

Writing conversation

Role play

Midterm

Final oral

Fourth Year BU_FART_ENGL52

Goals

1-To provide Sts with training and practice in the dynamics of effective group discussion.

2-To enhance Sts aural skills by providing advanced practice in listening comprehension and note-taking techniques.

Intended learning outcomes

To display advanced skills in effective group discussion.

To manifest improved aural skills in class activities that require advanced listening abilities.

To achieve adequate conversations skills displayed in activities such as reporting, story telling, brainstorming, etc.

Topics

Conversations on a variety of topics and situations.

Activities, Tasks, and assignments

Pairs and group conversations

Brainstorming

Thinking aloud

Story telling

Reporting

Online chats

Problem solving

Riddles

Sources

Selected material by instructor

Assessments

Oral test

Writing conversation

Role play

Midterm

Final oral

علم اللغة: البراجماتية

Pragmatics:

Fourth year

BU_FART_ENGL59

The course gives students the basic understanding of pragmatics and analysis of natural language:

Definition of pragmatics.

Pragmatic theories.

Speech acts, co-operative principle and implicature.

