RESEAU DES DOYENS DES FACULTES DU CHAMP DISCIPLINAIRE : LETTRES ET SCIENCES HUMAINES, LANGUES, ARTS, CHARIAA ET OSOL EDDINE ET DU RESEAU DES DOYENS DES FACULTES POLYDISCIPLINAIRES

Tronc commun national: Etudes Anglaises

2ème année	**S4**	**Introduction to linguistics**	**Introduction to research**	**Introduction to discourse Analysis**	**Introduction to Translation**	**Introduction to Cultural Studies**	**Introduction to African Literature and Culture**	**Langues étrangères**
	S3	**Advanced Grammar**	**Advanced Composition**	**Extensive Reading**	**Public Speaking**	**Readings in Global Cultures**	**Introduction to Linguistics**	**Langues étrangères**
1ère année	**S2**	**Grammar 2**	**Composition**	**Reading Comprehension & Precis 2**	**Oral Communication**	**Guided Reading 2**	**British/american civilization**	**Competence digitale**
	S1	**Grammar 1**	**Paragraph Writing**	**Reading Comprehension & Precis 1**	**Spoken English**	**Guided Reading 1**	**Academic Vocabulary**	(Méthodologie du travail universitaire)

Module : GRAMMAR 1

1. DESCRIPTION SUCCINTE DU MODULE

Intitulé du module	**GRAMMAR 1**
Semestre de programmation du module	**Semester 1**
Nature du module	**DISCIPLINAIRE**
Nombre de crédits	**5**

2. OBJECTIFS DU MODULE

The aim of this course is two-fold:

- To explain grammatical rules that govern English and how they are used in context;
- To enable students to bridge the gap between knowing grammatical structures and using them effectively.

The course is built around a context-based grammar. After an overview of traditional lists of rules, students are introduced to grammar in context, using authentic texts taken from various sources, such as newspapers, literary texts, and publications on contemporary issues. The main advantages for students to explore grammar in context include: (1) enabling them to bridge the gap between language study and language use; (2) offering them the opportunity to be exposed to grammar in its contexts of use, giving examples of real language use; and (3) helping them to become active, confident, and autonomous learners.

3. PREREQUIS, CONNAISSSANCES ET COMPETENCES A AQUERIR

LES PREREQUIS
(Préciser les prérequis en terme de : connaissances, compétences, modules, semestres.

- ➢ Good command of the English language, both in written and spoken modes.
- ➢ Basic knowledge of English sentence structure.
- ➢ Appropriate vocabulary knowledge
- ➢ Basic grammatical competence

COMPETENCES A ACQUERIR
(Décrire les compétences à acquérir visées par ce module)

By the end of the course, students would be able to:

- ➢ Use the various English tenses correctly.

Tronc commun : ………………

> ➢ Report different types of English verbs.
>
> ➢ Master the English sentence components
>
> ➢ Identify the parts of speech understand their function

CONNAISSANCES A ACQUERIR
(Spécifier les connaissances que doit acquérir l'étudiant)

> ➢ An intermediate understanding of form, meaning and use of different grammatical structures.
>
> ➢ Metacognitive awareness of the English notion of time and tense
>
> ➢ A solid understanding and awareness of the different parts of speech

4. DESCRIPTION DU CONTENU DU MODULE

Fournir une description détaillée des enseignements et/ou activités du module (Cours, TD, TP, Activités Pratiques, …….).

Content
1. Parts of Speech; Tenses

Key Topics
2. Parts of Speech, Tenses, Grammar in use, authentic examples, developing awareness of the English language forms and how they are used in real communication contexts

Syllabus plan
I. Parts of speech (12H)
 - Nature of Parts of Speech
 - Functions of Parts of Speech
II. Tenses
II.1. Present Tenses (17H)
   3. Present Simple
   4. Present Simple Continuous
   5. Present Perfect Simple
   6. Present Perfect Continuous
GRAMMAR IN USE: Present Tenses in Context
Exercises
II.2. Past Tenses (12H)
   7. Past Simple
   8. Past Continuous
   9. Past Perfect Simple
   10. Past Perfect Continuous
GRAMMAR IN USE: Past Tenses in Context
Exercises
II.3. The Future (7H)
   11. The Future Simple
   12. The Future Continuous
   13. The Future Perfect
   14. Other Forms Used with Future Meaning
    - Present Simple

Tronc commun : ………………

- Present Continuous
- Be going to
GRAMMAR IN USE: - Present and Future in Context
                              - Tenses in Context

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Module : Paragraph Writing

1. DESCRIPTION SUCCINTE DU MODULE

Intitulé du module	**Paragraph Writing**
Semestre de programmation du module	**Semester 1**
Nature du module	**DISCIPLINAIRE**
Nombre de crédits	**5**

2. OBJECTIFS DU MODULE

The objective of this course is to enable students to learn to write effective paragraphs, master essential sentence skills, and read critically. These skills will prepare them to tackle many types of writing in college and beyond. Along the way, however, there are many other important skills to explore and develop: using specific and concrete language to make a point and stick to it, selecting good supporting details to back up that point and create a convincing argument, organizing a paragraph in a way that best fits its purpose, and writing clear, error-free sentences to maximize the effectiveness of the writing. The course also aims at consolidating the student's skills in sentence types and structures; initiating the student to the paragraph mechanics and paragraph structure; developing the student's skills in paragraph writing; and initiating the student to type of paragraphs (Descriptive, Narrative, and Process). The focus will be more on the activity of writing than on theoretical lecturing.

3. PREREQUIS, CONNAISSSANCES ET COMPETENCES A AQUERIR

LES PREREQUIS
(Préciser les prérequis en terme de : connaissances, compétences, modules, semestres.

- ➢ Basic writing skills
- ➢ Good mastery of English Language
- ➢ Appropriate understanding of the mechanics of writing

COMPETENCES A ACQUERIR
(Décrire les compétences à acquérir visées par ce module)

By the end of the course, students would be able to:

Tronc commun : ………………

> Use specific and concrete language to make a point and stick to it

> Select good supporting details to back up that point and create convincing argument

> Organize a paragraph in a way that best fits purpose

> Write clear, error-free sentences to maximize the effectiveness of writing

> Showcase skills in composition and mechanics of writing

> Be familiar with word order, types of sentences, and sentence writing.

> Write good topic sentence, supporting sentences, and concluding sentence.

CONNAISSANCES A ACQUERIR
(Spécifier les connaissances que doit acquérir l'étudiant)

Avoir des connaissances en matière de :
-

4. DESCRIPTION DU CONTENU DU MODULE

Fournir une description détaillée des enseignements et/ou activités du module (Cours, TD, TP, Activités Pratiques, ………).

The structure of a paragraph:

- Definition of a paragraph

- The parts of a paragraph

- Paragraph organization

Understanding the topic Sentence :

- The topic sentence

- The difference between a topic sentence and a title

- The difference between the topic and the controlling idea

- Recognizing broad and narrow statements.

- The place of the topic sentence.

Practicing the topic sentence :

- Identifying fragments from sentences

- Making sentences from fragments

- Recognizing degrees of specificity

The development of a paragraph:

- Methods of paragraph support and development

- How to use details

- How to use explanation

- How to use examples

Understanding the concluding sentence:

- The role of the concluding sentence

- Elements of the concluding sentence

Editing:

- Punctuation

- Capitalization

- Grammar

- Spelling

Process paragraphs:

- Necessary steps to perform a process or task

- Using time order words

- Using imperatives

- Using modals of necessity, advice, and prohibition.

Opinion paragraphs:

- Opinion organization

- Using reasons to support an opinion

- Identifying facts, explanations, and experiences

- Expressions of reason

Narrative paragraphs:

- Narrative organization

- Using sensory and emotional details

- Showing order of events

- Tense: Simple past and past continuous

Cause/effect paragraph:

- Different outlines

- Expressions of reason

- Expressions of consequence

- Outlining

- Editing

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Module : Reading Comprehension & Precis 1

1. DESCRIPTION SUCCINTE DU MODULE

Intitulé du module	**Reading Comprehension & Precis 1**
Semestre de programmation du module	**Semester 1**
Nature du module	**DISCIPLINAIRE**
Nombre de crédits	**5**

2. OBJECTIFS DU MODULE

In order to strengthen comprehension, students need to follow some steps and to acquire some skills. The first thing to do is to read and reread the text. Students must read slowly so as to fully engage themselves in the spirit of the text. Therefore, this module aims to enable the students to the basic skills of reading comprehension through a variety of comprehension texts.

Students can increase comprehension by paying attention to the use of the author of punctuation, his choice of words, his choice of word structures. The use of dictionaries and glossaries give the opportunity to students to understand meanings of words and to learn more synonyms, which they can use when paraphrasing or summarizing.

Students will be asked to read texts from three to five paragraphs to read and answer comprehension questions.

These questions are meant to check students' level of comprehension proportionate to the content of the text. Two categories of comprehension questions will be addressed; direct questions and multiple-choice questions.

This module also enables students to summarize short texts by focusing on the main points.

For precis, which literally refers to short forms of texts that give only the important parts, students are required to summarize certain selected paragraphs. This task is done by means of eliminating - unless important - details, examples, statistics, names, dates…To summarize is to condense the original text, highlighting only the main points necessary for the understanding of - particularly - a new reader. In length, a précis is shorter than the original paragraph, in this context.

Tronc commun : ………………
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3. PREREQUIS, CONNAISSSANCES ET COMPETENCES A AQUERIR

LES PREREQUIS
(Préciser les prérequis en terme de : connaissances, compétences, modules, semestres.

> ➢ Good command of the English language, both in written and spoken modes.
> ➢ Basic Reading Skills
> ➢ Fundamental Writing Skills
> ➢ Basic knowledge of English sentence structure and vocabulary.

COMPETENCES A ACQUERIR
(Décrire les compétences à acquérir visées par ce module)

At the end of the course, students would be able to:
> ➢ Identify and predict unknown words using a variety of strategies including reading, context clues, and knowledge of word structures and letter-sound relationships and inferences.
> ➢ Use /apply the skills and strategies of the reading process to comprehend, interpret, and evaluate, what they have read.
> ➢ Recognize the usage of reading to develop fluency and understanding of appropriate material.
> ➢ Evaluate and assess different texts and make inferences.
> ➢ Paraphrasing, precis writing and summarizing of unfamiliar comprehension passages

CONNAISSANCES A ACQUERIR
(Spécifier les connaissances que doit acquérir l'étudiant)

Avoir des connaissances en matière de :
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4. DESCRIPTION DU CONTENU DU MODULE

Fournir une description détaillée des enseignements et/ou activités du module (Cours, TD, TP, Activités Pratiques, ……).

This module is based more on practice. Selected texts are analyzed and studied in class. Students' collaboration and active participation is a key requirement. Exercises include comprehension questions, vocabulary exercises, paraphrasing, summarizing and selecting the main ideas of the passage. The students are supposed to read the corresponding material in either the texts that will be assigned to them or the additional readings before coming to class, so that they will be prepared to discuss it. Students are expected to read extensively outside class, be well prepared, contribute to class discussions and participate in student-centered activities in pairs and small groups. These are the main topic that will be discussed in this module:

Tronc commun : ………………

1. Strategies to strengthen comprehension skills

2. Paraphrasing techniques

3. Summarizing strategies

4. The use of dictionaries

5. Reading strategies

1. Strategies to strengthen comprehension skills

2. Paraphrasing techniques

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Module : Spoken English

1. DESCRIPTION SUCCINTE DU MODULE

Intitulé du module	Spoken English
Semestre de programmation du module	Semester 1
Nature du module	DISCIPLINAIRE
Nombre de crédits	4

2. OBJECTIFS DU MODULE

Spoken English Course Is designed to make students more conscious of the actual functioning of spoken English: its stress and its pronunciation; the course is also intended to practice and improve the students' ability to speak English and to listen to and understand spoken English. The course consists one and half lesson each week which is taught in small groups to encourage as much individual active participation by the students as possible.

The course involves practical oral work of a more theoretical nature. The theoretical work consists of:

- ➢ Phonetics: the phonetic alphabet will be introduced and there will be considerable practice in the use of phonetic transcription; by the end of the year, the students should be able to use phonetic transcription.
- ➢ Word stress: students will learn how to distinguish patterns of stress in different words. These words will also be transcribed in phonetics.
- ➢ Sentence stress: students will learn how to distinguish and reproduce the stress patterns used in English sentences; these sentences will also be transcribed into phonetics.
- ➢ The practical work will include discussions, debates, oral comprehension, dictation and note-taking.

3. PREREQUIS, CONNAISSSANCES ET COMPETENCES A AQUERIR

LES PREREQUIS

(Préciser les prérequis en terme de : connaissances, compétences, modules, semestres.

- ➢ Basic English speaking skills.
- ➢ Fundamental listening skills.

COMPETENCES A ACQUERIR

(Décrire les compétences à acquérir visées par ce module)

At the end of the course, students would be able to:

Tronc commun : ………………

- ➢ Become aware of the differences that exist between the American and British pronunciations and hence acquire an accurate accent.
- ➢ Develop basic speaking skills.
- ➢ Transcribe English sounds.
- ➢ Get engaged in basic oral discussions on different topics.
- ➢ Understand English idioms and proverbs.

CONNAISSANCES A ACQUERIR
(Spécifier les connaissances que doit acquérir l'étudiant)

Avoir des connaissances en matière de :
- •
- •

4. DESCRIPTION DU CONTENU DU MODULE

Fournir une description détaillée des enseignements et/ou activités du module (Cours, TD, TP, Activités Pratiques, …….).

Based on the above objectives, the content of the course will be devised as follows:

Concerning pronunciation, vowels as well as consonants will constitute the core of the first and second semesters' listening and speaking course. In this respect, students will be introduced to the International Phonetic Alphabet as a reference against which vowels and consonants will be categorized for phonetic transcription.

As for functions, the course will include openings and closings, introductions, invitations, apologizing, giving compliments and replying to compliments, requesting, making offers, etc. Idiomatic expressions will be presented in the context in which they could be used. This will be achieved through teaching conversations in which the targeted idioms will be incorporated. Discussion topics will be based on readings, proverbs, and video clips. Through these, the learners will be encouraged to discuss the values and assumptions of the British and American cultures.

Finally, all the above components will be stressed by listening tasks which ultimately would lead learners to improve their listening strategies, and by implication improve their speaking strategies as well.

NB: the book of English pronunciation in use series is highly recommended.

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Module : Guided Reading 1

1. DESCRIPTION SUCCINTE DU MODULE

Intitulé du module	Guided Reading 1
Semestre de programmation du module	Semester 1
Nature du module	DISCIPLINAIRE
Nombre de crédits	4

2. OBJECTIFS DU MODULE

This course aims to:

- Introduce students to the study of literature as a discipline and a field of knowledge;
- Boost students' skills in reading;
- Expose students to international cultural diversity through reading some representative texts from different parts of the world;
- Initiate students to the methods of reading and analyzing literary texts;
- Introduce students to some basic notions of criticism or the interpretation of literature;
- Train students in reading, commenting, and class discussion;
- Consolidate writing skills (though this is NOT a writing class).

3. PREREQUIS, CONNAISSSANCES ET COMPETENCES A AQUERIR

LES PREREQUIS
(Préciser les prérequis en terme de : connaissances, compétences, modules, semestres.

- Basic vocabulary knowledge ;
- Decoding skills ;
- Ability to connect ideas within and between sentences and paragraphs;

COMPETENCES A ACQUERIR
(Décrire les compétences à acquérir visées par ce module)

-By the validation of the module, a student will be able to :

- Understand and use new vocabulary;
- Develop basic critical reading skills;
- Understand longer reading passages;
- Develop understanding of varied themes;

CONNAISSANCES A ACQUERIR

Tronc commun : ………………

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(Spécifier les connaissances que doit acquérir l'étudiant)

> ➢ Knowledge about literature and culture.
> ➢ Understand and use themes or the underlying idea or universal values.
> ➢ Know and understand different cultures.

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4. DESCRIPTION DU CONTENU DU MODULE

Fournir une description détaillée des enseignements et/ou activités du module (Cours, TD, TP, Activités Pratiques, …….).

NB: teachers can select short stories of their own that are appropriate to students' linguistic competence. The following list of short stories is suggested:
> ➢ Introduction : Literature as mirror of world cultures
> ➢ Joyce Cary, "Growing Up" (UK, Ireland)
> ➢ Ernest Hemingway, "Indian Camp" (USA)
> ➢ Achebe, Chinua. "The Madman" (Nigeria)
> ➢ Anonymous, "Myth of Seven Stars" (South Korea)
> ➢ Sophocles, "Oedipus Tyrannous" (Classical Greece)
> ➢ R.K. Narayan, "A Horse and Two Goats" (India)
> ➢ Qaisra Shahraz, "A Pair of Jeans" (UK, Pakistan)
> ➢ 8. H.G. Wells, "Lord of the Dynamos" (UK)
> ➢ George Orwell, " A Hanging" (UK, India)

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Module : Academic Vocabulary

1. DESCRIPTION SUCCINTE DU MODULE

Intitulé du module	**Academic Vocabulary**
Semestre de programmation du module	**Semester 1**
Nature du module	**DISCIPLINAIRE**
Nombre de crédits	**4**

2. OBJECTIFS DU MODULE

This module aims to introduce students to the key vocabulary needed for academic study in English. It focuses on developing students' understanding and use of high-frequency academic words, collocations, word families, and strategies for vocabulary acquisition. The goal is to support students' reading, writing, listening, and speaking skills within academic contexts. By the end of the course, students will be able to:

- Recognize and use a wide range of academic vocabulary in context.
- Understand the meanings and usage of high-frequency academic words.
- Apply vocabulary learning strategies (e.g., using word families, collocations, affixes).
- Use academic vocabulary accurately in writing and speaking tasks.
- Distinguish between general, technical, and academic vocabulary.

3. PREREQUIS, CONNAISSSANCES ET COMPETENCES A AQUERIR

LES PREREQUIS
(Préciser les prérequis en terme de : connaissances, compétences, modules, semestres.

COMPETENCES A ACQUERIR
(Décrire les compétences à acquérir visées par ce module)

By Completing This module, students will develop:

- Lexical Competence: Broader and deeper knowledge of academic vocabulary.
- Comprehension Skills: Improved understanding of Academic texts and lectures.

Tronc commun : ………………

- Production Skills: More accurate and appropriate use of academic vocabulary in speech and writing.

- Autonomous Learning Skills: The ability to use tools and strategies for independent vocabulary expansion.

- Critical Reading Support: Better ability to infer meaning from context and analyze texts lexically.

CONNAISSANCES A ACQUERIR
(Spécifier les connaissances que doit acquérir l'étudiant)

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4. DESCRIPTION DU CONTENU DU MODULE

Fournir une description détaillée des enseignements et/ou activités du module (Cours, TD, TP, Activités Pratiques, ……..).

➢ Introduction to Academic Vocabulary : What is academic vocabulary? Why is it important?

➢ Word Forms and Families : Identifying noun, verb, adjective, adverb forms; understanding how they function in academic writing.

➢ Collocations in Academic English: Types of collocations; noun + verb, adjective + noun, etc.; practice through texts and exercises.

➢ Phrasal Verbs in Academic English : Academic-appropriate phrasal verbs ; how to recognize and paraphrase them.

➢ Idioms and Fixed Expressions for Academic Use : Formal idioms used in academic contexts (; avoid overly informal ones.

➢ Affixation and Word Formation: Prefixes, suffixes, and their role in understanding unfamiliar vocabulary.

➢ Linking Words and Transition Signals : Additive, contrastive, resultative transitions; improving cohesion in writing.

➢ Academic Vocabulary in Context

Tronc commun : ………………

> ➤ Academic Vocabulary in Writing

Module : Grammar 2

5. DESCRIPTION SUCCINTE DU MODULE

Intitulé du module	**Grammar 2**
Semestre de programmation du module	**Semester 2**
Nature du module	**DISCIPLINAIRE**
Nombre de crédits	**5**

6. OBJECTIFS DU MODULE

The aim of this course is to help students review the major parts of the English sentence. The focus is to introduce them to the Transformations in English as well as to help them manipulate longer stretches of sentences. Students will practice these structures through communicative and functional activities. The objective is to sensitize students to the fact that grammar is an important aspect of communication and a basic component of any linguistic or literary study. The core subfields that are under focus in this module are the Review of sentence structure in English, Conditionals, the Passive Voice, Reported Speech, and Modal Auxiliaries.

7. PREREQUIS, CONNAISSSANCES ET COMPETENCES A AQUERIR

LES PREREQUIS
(Préciser les prérequis en terme de : connaissances, compétences, modules, semestres.

> ➢ Enough command of the English language, both in written and spoken modes.
> ➢ Fundamental knowledge of English sentence structure.
> ➢ Sufficient vocabulary knowledge
> ➢ Basic grammatical knowledge

COMPETENCES A ACQUERIR
(Décrire les compétences à acquérir visées par ce module)

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

> ➢ Use the different modal verbs in the correct context
> ➢ Distinguish between the various uses of conditionals.
> ➢ Rewrite sentences into passive voice.

Tronc commun : ………………

> ➢ Report the different types of direct and indirect speech

CONNAISSANCES A ACQUERIR
(Spécifier les connaissances que doit acquérir l'étudiant)

> ➢ Solid understanding of the different modal verbs in English
>
> ➢ Moderate knowledge of the four types of conditionals.
>
> ➢ Awareness of the difference between active and passive voice
>
> ➢ Presenting different types of direct and indirect speech

8. DESCRIPTION DU CONTENU DU MODULE

Fournir une description détaillée des enseignements et/ou activités du module (Cours, TD, TP, Activités Pratiques, …….).

1. Introduction

➢ Course Description & Methodology

2. Modals

➢ Modals and their Present Form: e.g. may do

➢ Modals and their Continuous Form: e.g. may be doing

➢ Modals and Their Perfect Form: e.g. may have done

➢ Negation of Modality vs. Negation of the Verb

3. Passive Voice

➢ Conjugation for the Passive Voice

➢ The Passive with Forms Like, People Say He is... □□He is Said to be …

4. Reported Speech

➢ Changes in Tense, Time and Place References

➢ Changes In Modals Verbs

➢ Reporting Declaratives, Yes-No Questions, Wh-Questions, Imperatives

➢ Reporting Exclamatives

5. Conditionals

➢ Type zero

➢ Type one

➢ Type two

➢ Type three

➢ Mixed conditionals

    o General Review

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Module : Composition

1. DESCRIPTION SUCCINTE DU MODULE

Intitulé du module	Composition
Semestre de programmation du module	Semester 2
Nature du module	DISCIPLINAIRE
Nombre de crédits	5

2. OBJECTIFS DU MODULE

This course emphasizes the expository, analytical and argumentative writing that forms the basis of academic and professional communication, as well as the personal and reflective writing that fosters the development of writing facility in any context. In addition, it teaches students that the expository, analytical and argumentative writing they must do is based on reading as well as on personal experience and observation. The course is meant to teach composition skills; and the focus is on the skills of expository, argumentative, narrative and descriptive writing.

3. PREREQUIS, CONNAISSSANCES ET COMPETENCES A AQUERIR

LES PREREQUIS
(Préciser les prérequis en terme de : connaissances, compétences, modules, semestres.

> ➢ Basic Reading Skills
> ➢ Fundamental Writing Skills
> ➢ Basic knowledge of English sentence structure and vocabulary.

COMPETENCES A ACQUERIR
(Décrire les compétences à acquérir visées par ce module)

By the end of the course, students would be able to:

> ➢ differentiate between different types of writing discourse, mainly narrative, descriptive, expository and argumentative discourse.
> ➢ Select and write good hook and thesis statement
> ➢ Acquire knowledge of the writing process
> ➢ Understand the components of one to three paragraph essay
> ➢ Use linking words to write good essays
> ➢ Gain good composition skills of expository, argumentative, narrative, and descriptive writing.

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CONNAISSANCES A ACQUERIR
(Spécifier les connaissances que doit acquérir l'étudiant)

4. DESCRIPTION DU CONTENU DU MODULE

Fournir une description détaillée des enseignements et/ou activités du module (Cours, TD, TP, Activités Pratiques, …….).

From paragraph to short essay:

- The paragraph and the short essay: Different structures

- Short essay organization

- Types of essays

Exploring the Writing Process:

- The Writing Process

- Subject,

- Audience, and

 Purpose

The Process of Writing an Essay (part 1): **(3 paragraphs)**

 - Prewriting to Generate Ideas

 - Generating Ideas for the Body

 - Outlining

The Process of Writing an Essay (part 2): **(3 paragraphs)**

- Writing introductions:
  - ✓ **Hook**
  - ✓ **Background information**
  - ✓ **Thesis statement**

The Process of Writing an Essay (part 3): **(3 paragraphs)**

- Thesis statement vs. topic sentence

- The title

- The Conclusion: Different types

Ordering and Linking Paragraphs in the Essay:

- Writing and Revising Essays

    Cohesion: Practice

    Coherence: Practice

- Revising Essays: Checklist (The Process of Writing an Essay)

The Narrative Essay:

- Narrative organization

- Showing sequence in narrative essays: Time adverbs, etc.

- Adding details

- Practice: several drafts with checklists

The Descriptive Essay:

- Descriptive organization

- Prepositional phrases

- Using adjectives in descriptive writing

- Order of adjectives

- Similes

- Practice: Writing with time limit

The Comparison and Contrast Essay:

- Comparison and contrast organization

- Comparison connectors

- Contrast connectors

- Using comparatives in comparison and contrast essays

- Practice: students write several drafts and use checklists for peer editing

The Cause and Effect Essay:

- Using cause expressions: Practice

- Using consequence expressions

- Outlining: Practice

- Drafting and editing: Practice

The Opinion Essay:

- Opinion organization

- Fact and opinion

- Counter-argument and refutation

- Using connectors to show support and opposition

- Practice: drafting and editing

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Module : Reading Comprehension & Precis 2

1. DESCRIPTION SUCCINTE DU MODULE

Intitulé du module	Reading Comprehension & Precis 2
Semestre de programmation du module	Semester 2
Nature du module	DISCIPLINAIRE
Nombre de crédits	5

2. OBJECTIFS DU MODULE

> Develop students' reading comprehension skills, including the ability to identify main ideas, supporting details, and implicit meanings.

> Enhance students' ability to synthesize information from multiple sources and create concise summaries.

> Foster students' critical thinking skills by teaching them how to evaluate the reliability and validity of information presented in texts.

> Expand students' vocabulary and teach them how to use context clues to understand unfamiliar words.

> Teach students effective reading strategies, including note-taking, skimming, scanning, and close reading.

> Prepare students for academic and professional settings by developing their reading comprehension and précis skills in different contexts and genres.

3. PREREQUIS, CONNAISSSANCES ET COMPETENCES A AQUERIR

LES PREREQUIS
(Préciser les prérequis en terme de : connaissances, compétences, modules, semestres.

> -A Good Command of English

> -Basic Reading Skills

> -Background knowledge

> -Willingness to learn and practice

COMPETENCES A ACQUERIR

Tronc commun : ………………

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(Décrire les compétences à acquérir visées par ce module)

By the end of the course, the students should be able to :
- ➢ Skim and scan a passage, i.e. identify main ideas and supporting details of written information.
- ➢ Synthesize information from multiple sources and condense it into concise summaries.
- ➢ Analyze the structure and language of a text to understand its meaning and purpose.
- ➢ Evaluate the validity and reliability of information presented in a text.
- ➢ Apply a variety of reading strategies, including context clues, to understand and interpret written information.
- ➢ Paraphrase and summarize a passage.
- ➢ Understand vocabulary in context.
- ➢ Make logical inference based on textual details
- ➢ Develop distinct reading sub-skills.
- ➢ React critically to the texts by expressing their opinions and identifying the author's standpoint.

CONNAISSANCES A ACQUERIR
(Spécifier les connaissances que doit acquérir l'étudiant)

Avoir des connaissances en matière de :
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4. DESCRIPTION DU CONTENU DU MODULE

Fournir une description détaillée des enseignements et/ou activités du module (Cours, TD, TP, Activités Pratiques, …….).

Students are introduced to advanced authentic passages selected from various sources. Students are assisted in their understanding of the passages. Exercises include comprehension questions, summarizing, and paraphrasing.

Students should be encouraged to react critically to the texts by expressing their opinions and identifying the author's standpoint, in addition to other higher-order thinking skills (analysis, synthesis …)

This module aims to help students develop the necessary skills to read effectively and comprehend complex written material. In particular, the module focuses on the skill of creating précis, which are concise and accurate summaries of written material.

Throughout the course, students will learn a range of strategies for improving their reading comprehension, including active reading techniques and effective note-taking.

They will also learn how to identify key information and main ideas in written texts, and how to summarize them in a précis. The module will cover the following topics:

➢ Understanding the purpose and importance of précis

➢ Active reading techniques for improving comprehension

➢ Effective note-taking strategies

➢ Identifying key information and main ideas in written texts

➢ Writing concise and accurate summaries (précis) of written material

➢ Editing and revising précis for clarity and accuracy

➢ Practicing précis writing with different types of texts, including academic articles, reports, and news articles.

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Module : Oral Communication

1. DESCRIPTION SUCCINTE DU MODULE

Intitulé du module	Oral Communication
Semestre de programmation du module	Semester 2
Nature du module	DISCIPLINAIRE
Nombre de crédits	4

2. OBJECTIFS DU MODULE

This course consists of a review of Articulatory Phonetics, word skills for effective communication, and additional techniques to improve pronunciation and listening skills, as well as communication skills. The course aims at helping students to:

➢ Master the fundamental principles of interpersonal communication ;

➢ Improve their listening skills;

➢ Use and process verbal and nonverbal messages effectively;

➢ Improve their interpersonal relationships;

➢ Manage conflict and power in interpersonal communication.

3. PREREQUIS, CONNAISSSANCES ET COMPETENCES A AQUERIR

LES PREREQUIS
(Préciser les prérequis en terme de : connaissances, compétences, modules, semestres.

➢ Appropriate listening skills

➢ Sufficient speaking skills

➢ Basic grammatical knowlege

➢ Fundamantal lexical competence

➢ Appropriate listening comprehension skills

COMPETENCES A ACQUERIR
(Décrire les compétences à acquérir visées par ce module)

Upon successful completion of this course, students will be able to :

➢ Demonstrate an understanding of the foundational models of oral communication.

- ➢ Apply elements of audience analysis.

- ➢ Demonstrate ethical speaking and listening skills by analyzing presentations for evidence and logic

- ➢ Research, develop and deliver presentations with effective verbal and nonverbal techniques.

- ➢ Demonstrate effective usage of technology when researching and/or presenting speeches.

- ➢ Identify how culture, ethnicity and gender influence communication.

- ➢ Develop proficiency in presenting a variety of speeches as an individual or group (e.g. narrative, informative or persuasive).

CONNAISSANCES A ACQUERIR
(Spécifier les connaissances que doit acquérir l'étudiant)

Avoir des connaissances en matière de :
-
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4. DESCRIPTION DU CONTENU DU MODULE

Fournir une description détaillée des enseignements et/ou activités du module (Cours, TD, TP, Activités Pratiques, …….).

-This course starts with a review of phonetic transcription, then special attention will be given to discussion activities, role play, pair/group work to introduce and practice English functions in context. Furthermore, students' participation is mandatory. They are, therefore, required to prepare presentations on topics of their choice, which will help them refine their ability to converse in Standard English. This course will cover the following :

- ➢ Universals of Interpersonal Communication

- ➢ Culture and Interpersonal Communication

- ➢ The Self in Interpersonal Communication

- ➢ Perception in Interpersonal Communication

- ➢ Listening in Interpersonal Communication

- ➢ Verbal Messages

- ➢ Nonverbal Messages

- ➢ Universals of Interpersonal Relationships

- ➢ Interpersonal Relationships: Friendship, Family, and Workplace Relationships

- ➢ Conflict in Interpersonal Communication

- ➢ Power in Interpersonal Communication

The more practical side will be examined orally and is designed to get the students speaking as much as possible. This part of the course includes:

➢ oral reproduction- retelling, with the help of cartoon drawings, a story which the teacher has just read to the class.

➢ Dialogues - practicing conversational speech habits and suing the dialogue situation for interpretation and discussion

➢ How to say it- helping the students to know what to say in special situations.

➢ General topics- practice in talking for a few minutes about a subject within the student's field of knowledge.

The class meets for one session of two hours each week and a worksheet is distributed to the students. attendance is very important since most of the material used in class cannot be found elsewhere.

➢ oral reproduction- retelling, with the help of cartoon drawings, a story which the teacher has just read to the class.

Module : Guided Reading 2

1. DESCRIPTION SUCCINTE DU MODULE

Intitulé du module	Guided Reading 2
Semestre de programmation du module	Semester 2
Nature du module	DISCIPLINAIRE
Nombre de crédits	4

2. OBJECTIFS DU MODULE

<u>The aim of this course is multiple. It intends to:</u>

➢ Introduce students' to the study of the African literature as a discipline and a field of knowledge;

➢ Boost students' skills in reading;

➢ Expose students to the African cultural diversity and history through reading some short stories for different writers and varied themes;

➢ Equip students to the methods of reading and analyzing longer literary texts;

➢ Introduce students to the notions of criticism or the interpretation of literature;

➢ Train students in reading, analyzing, commenting, and class discussion;

➢ Consolidate writing skills (though this is NOT a writing class).

3. PREREQUIS, CONNAISSSANCES ET COMPETENCES A AQUERIR

LES PREREQUIS
(Préciser les prérequis en terme de : connaissances, compétences, modules, semestres.

➢ Vocabulary knowledge ;

➢ Knowledge of sentence construction and cohesion;

➢ Reasoning skills;

➢ Background knowledge of the African Literature,

COMPETENCES A ACQUERIR
(Décrire les compétences à acquérir visées par ce module)

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-**By the validation of the module, a student will be able to :**

- Develop critical literacy;
- Understand African Literature;
- Read, analyze, and understand longer passages about Sub-Saharan and North African cultures;

CONNAISSANCES A ACQUERIR
(Spécifier les connaissances que doit acquérir l'étudiant)

- To know the beauty and diversity of the Sub-Saharan African culture and literature.
- To know the beauty and diversity of the North African culture and literature.

4. DESCRIPTION DU CONTENU DU MODULE

Fournir une description détaillée des enseignements et/ou activités du module (Cours, TD, TP, Activités Pratiques, ……).

NB: teachers can select short stories of their own that are appropriate to students' linguistic competence. The following list of short stories is suggested:

- Introduction : African literature (North African and Sub-saharan literature as a gateway to the continent)
- Omemu Moyo Esther, "Before the Morning Sun" (Nigeria)
- KennethBinyavanga Wainaina, "Discovering Home" (Kenya)
- Lesley Nneka Arimah, "What it Means When a Man Falls from the Sky " (Nigeria)
- Hellen Nyana, "Waiting" (Uganda)
- El Koudia, J. (2003). *Moroccan folktales*. Syracuse University Press. (Morocco)
- Chimamanda Ngozi Adichie's" The Thing Around Your Neck". (Nigeria)

Module : British/american civilization.

9. DESCRIPTION SUCCINTE DU MODULE

Intitulé du module	**British/american civilization.**
Semestre de programmation du module	**Semester 2**
Nature du module	**DISCIPLINAIRE**
Nombre de crédits	**4**

10. OBJECTIFS DU MODULE

Cultural Understanding and Analysis

- Develop comprehensive knowledge of British and American cultural traditions, customs, and social practices from historical and contemporary perspectives
- Analyze the evolution of cultural identity in both societies and understand how historical events have shaped national character and values
- Examine the role of arts, literature, music, and popular culture in defining British and American civilizations

Value Systems and Social Structures

- Understand core British values such as parliamentary democracy, constitutional monarchy, class consciousness, and concepts of fair play and tolerance
- Analyze fundamental American values including individualism, equality of opportunity, democratic ideals, religious freedom, and the "American Dream"
- Examine how these value systems influence social behavior, political choices, and cultural production in both societies

Civilizational Development and Institutions

- Trace the historical development of British civilization from Anglo-Saxon origins through the modern era, including the formation of the United Kingdom
- Understand American civilizational development from colonial period through independence, westward expansion, and emergence as a global power
- Analyze key institutions that define both civilizations: political systems, legal frameworks, educational structures, and religious organizations

Critical Analysis and Global Perspectives

- Develop critical thinking skills to evaluate civilizational achievements and shortcomings objectively
- Understand the global impact of British and American civilizations through colonialism, cultural export, and international relations

Tronc commun : ………………

- Analyze contemporary challenges facing both societies and their responses to globalization, immigration, and cultural change

Foster intercultural competence by comparing British/American civilizational aspects with

Moroccan and other world civilizations

11. PREREQUIS, CONNAISSSANCES ET COMPETENCES A AQUERIR

LES PREREQUIS
(Préciser les prérequis en terme de : connaissances, compétences, modules, semestres.

> Students must demonstrate basic proficiency in English language skills and foundational knowledge of literary analysis. A minimum English language competency level of B1 (intermediate) according to the Common European Framework of Reference is required, as students will engage with complex historical texts, political documents, and cultural materials in English. Prior knowledge of world history, particularly European history from the medieval period to the modern era, is essential for understanding the historical contexts that shaped British and American societies. Students should have completed basic courses in geography to comprehend the geographical factors influencing British and American development, including colonialism and territorial expansion. Familiarity with fundamental concepts in political science and sociology will help students analyze governmental systems, social structures, and cultural institutions. Additionally, students must demonstrate critical thinking skills developed through previous humanities courses, enabling them to evaluate primary sources, historical narratives, and cultural phenomena objectively. Finally, students should possess basic research skills and academic writing competencies in English, as the course requires extensive reading, essay writing, and independent research projects on civilizational topics.

COMPETENCES A ACQUERIR
(Décrire les compétences à acquérir visées par ce module)

After completing this course, students should acquire the following competencies:

Historical and Civilizational Competencies

- Demonstrate comprehensive understanding of the chronological development of British and American civilizations from origins to present day
- Analyze the cause-and-effect relationships between historical events and their impact on civilizational development
- Contextualize contemporary British and American society within their historical frameworks
- Identify and explain turning points that shaped both civilizations and their global influence

Cultural Analysis and Interpretation Competencies

- Analyze how cultural productions (literature, art, media) reflect and shape societal values
- Evaluate the role of cultural institutions in maintaining and transmitting civilizational values
- Assess the impact of cultural diversity and multiculturalism on traditional British and American cultures

Value System and Social Structure Competencies

- Articulate and compare core values that define British and American societies
- Analyze how value systems influence social behavior, political participation, and cultural choices
- Assess how social class, race, gender, and ethnicity intersect with civilizational values

Political and Institutional Analysis Competencies

- Understand and compare governmental systems, democratic processes, and political institutions
- Analyze the role of law, constitution, and civic institutions in shaping civilizational development
- Evaluate the effectiveness of British and American political systems in addressing contemporary challenges
- Assess the relationship between political structures and cultural values

Critical Thinking and Comparative Analysis Competencies

- Critically evaluate civilizational achievements and limitations without bias
- Compare British and American civilizational aspects with other world civilizations, including Moroccan culture

Communication and Research Competencies

- Present findings clearly through written essays, oral presentations, and visual materials
- Engage in informed discussions about civilizational issues and contemporary challenges
- Demonstrate proficiency in academic English when discussing complex civilizational concepts

Intercultural and Global Competencies

- Develop empathy and understanding for different cultural perspectives and value systems
- Understand the global impact of British and American civilizations on world development
- Analyze contemporary global issues through the lens of British and American civilizational values

Apply civilizational knowledge to foster better cross-cultural understanding and cooperation

CONNAISSANCES A ACQUERIR
(Spécifier les connaissances que doit acquérir l'étudiant)

>

12. DESCRIPTION DU CONTENU DU MODULE

Fournir une description détaillée des enseignements et/ou activités du module (Cours, TD, TP, Activités Pratiques, …….).

Unit 1: Historical Foundations of British Civilization (Weeks 1-4)

- Anglo-Saxon origins and Norman conquest
- Medieval England: feudalism, Magna Carta, and parliamentary beginnings

- Tudor and Stuart dynasties: Renaissance and religious reformation
- English Civil War and constitutional monarchy establishment
- Industrial Revolution and Victorian era transformations

Unit 2: American Civilization Development (Weeks 5-8)

- Colonial period and early settlements
- Revolutionary War and independence ideals
- Constitutional framework and federal system
- Westward expansion and manifest destiny
- Civil War and reconstruction era
- 20th century emergence as global power

Unit 3: Political Systems and Institutions (Weeks 9-11)

- British parliamentary system and constitutional monarchy
- American presidential system and separation of powers
- Electoral processes and democratic participation
- Legal systems: Common Law vs. Constitutional Law
- Local government and administrative structures

Unit 4: Cultural Values and Social Structures (Weeks 12-15)

- British social class system and cultural identity
- American individualism and equality principles
- Religious traditions and secular developments
- Educational systems and intellectual traditions
- Contemporary challenges: multiculturalism, immigration, globalization

Travaux Dirigés (TD)

Document Analysis Sessions:

- Primary source examination (historical documents, speeches, letters)
- Constitutional text analysis and interpretation
- Cultural artifact analysis (art, literature, media)
- Comparative civilization studies between Britain and America

Discussion and Debate Sessions:

- Structured debates on civilizational topics
- Student presentations on specific themes
- Role-playing historical scenarios
- Current events analysis in civilizational context

Activités Pratiques (AP) :

Cultural Immersion Activities:

- Film screenings and documentaries analysis
- Music and literature exploration sessions
- Guest lectures from cultural attachés or scholars

Research and Project Activities:

- Individual research projects on chosen civilizational topics

- Group projects comparing British and American approaches

- Creation of cultural portfolios and presentations

Participation in Model UN or historical simulations

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Module : Advanced Grammar

1. DESCRIPTION SUCCINTE DU MODULE

Intitulé du module	**Advanced Grammar**
Semestre de programmation du module	**Semester 3**
Nature du module	**DISCIPLINAIRE**
Nombre de crédits	**5**

2. OBJECTIFS DU MODULE

The main objective of this course is to provide students with a clear and straightforward description of phrases, clauses and sentences in English grammar including their description, analysis and grammatical functions, while relating all this to other aspects of language use. It also aims at consolidating the knowledge of grammar and logical structures. It allows the student to generate grammatically correct sentences with much ease and fluency. Moreover, this course is meant to enable students to use language in appropriate contexts, to help them overcome linguistic difficulties, and to help them understand the intricacies of English Grammar.

3. PREREQUIS, CONNAISSSANCES ET COMPETENCES A AQUERIR

LES PREREQUIS
(Préciser les prérequis en terme de : connaissances, compétences, modules, semestres.

AVOIR VALIDE GRAMMAR 1

COMPETENCES A ACQUERIR
(Décrire les compétences à acquérir visées par ce module)

By the end of the course, students would be able to:
➢ Showcase their grammatical competence in English

➢ Use language in appropriate contexts

➢ Identify the different components of a sentence including phrases and clauses, and their grammatical functions

➢ Recognize and produce different types of sentences in English

➢ understand and analyze all the main grammatical structures of Standard English.

Tronc commun : ………………

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(Spécifier les connaissances que doit acquérir l'étudiant)

> ➤ Solid understanding of phrases, clauses, and sentences in English grammar
>
> ➤ Awareness of the description, analysis, and functions of phrases, clauses, and sentences in English
>
> ➤ Knowledge of various types of sentences in English

4. DESCRIPTION DU CONTENU DU MODULE

Fournir une description détaillée des enseignements et/ou activités du module (Cours, TD, TP, Activités Pratiques, ……..).

1. Parts of a Sentence

- Subject, predicate
- Complements: direct /indirect object
- Complements: objective complement, subject complement

2. Phrases I

- Noun Phrases
- Verb Phrases
- Participial Phrases

3. Phrases II

- Gerund Phrases
- Prepositional Phrases
- Infinitive Phrases
- Adveb phrase
- Absolute Phrases

4. Clauses

- Noun Clauses
- Adjective Clauses
- Adverbial Clauses

5. Sentences

- Sentence Types
  - Simple sentence
  - Complex sentence
  - Compound sentence
  - Compound complex sentence

Tronc commun : ………………

- Fragments and run-ons

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Module : Advanced Composition

1. DESCRIPTION SUCCINTE DU MODULE

Intitulé du module	Advanced Composition
Semestre de programmation du module	Semester 3
Nature du module	DISCIPLINAIRE
Nombre de crédits	5

2. OBJECTIFS DU MODULE

The purpose of this course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. Students should be encouraged to place their emphasis on content, purpose and audience and to allow this focus to guide the organization of their writing. This course is designed to provide a guide for the development of critical thinking and analytical skills. This module is also designed to teach advanced composition skills as well as teach them how to write longer essays, especially five-paragraph writing in argumentative discourse.

1. PREREQUIS, CONNAISSSANCES ET COMPETENCES A AQUERIR

LES PREREQUIS
(Préciser les prérequis en terme de : connaissances, compétences, modules, semestres.

AVOIR VALIDE PARAGRAPH WRITING

COMPETENCES A ACQUERIR
(Décrire les compétences à acquérir visées par ce module)

By the end of the course, students would be able to:
- ➢ differentiate between different types of writing discourse, mainly narrative, descriptive, expository and argumentative discourse.
- ➢ Make the distinction between different types of essays
- ➢ Write longer essays with good arguments and correct language
- ➢ Produce coherent and cohesive essays in different discourse

Tronc commun : ………………

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(Spécifier les connaissances que doit acquérir l'étudiant)

- Types of essays: Narrative, Descriptive, Argumentative essays
- Coherence and cohesion

2. DESCRIPTION DU CONTENU DU MODULE

Fournir une description détaillée des enseignements et/ou activités du module (Cours, TD, TP, Activités Pratiques, …….).

COURSE CONTENT :

Thesis Statement:

- Structure of thesis statement
- Types : divided/undivided
- Problems

Narrative essay

Descriptive essay

Cause/Effect essay:

- **Block** organization
- **Chain** organization
- Signal words and phrases

Practice: Process writing

Comparison/Contrast Essay:

Process Essay:

- Understanding process
- Outlining
- Chronological order

Transition signals

Argumentative Essay:

- Understanding argumentation
- Outlining
- Arguments and counter-arguments
- Logical fallacies
- Practice: Drafting and editing

Tronc commun : ………………

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Module : Extensive Reading

1. DESCRIPTION SUCCINTE DU MODULE

Intitulé du module	**Extensive Reading**
Semestre de programmation du module	**Semester 3**
Nature du module	**DISCIPLINAIRE**
Nombre de crédits	**5**

2. OBJECTIFS DU MODULE

This module aims to develop students' ability to understand and analyze various types of texts. The students are expected to be able to read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Students should be able to read texts critically. Therefore, students will be asked to read a lot and different texts belonging to different registers will be assigned to them. They will develop their reading comprehension skills to understand specialized articles. Students will learn how to use a dictionary whenever confusion or misunderstanding occurs. They will be able to identify, interpret and critically analyze different types of text types, styles and registers.

The aim of this course intends to:

➢ Enable students to achieve fluency in the areas of vocabulary recognition and reading comprehension skills;

➢ Equip students with effective extensive reading strategies;

➢ Make reading a positive, encouraging experience for all students;

➢ Develop the culture of reading and critical thinking skills;

➢ Encourage students to take charge of their own reading development;

➢ Produce independent readers who value reading as a life-long pursuit;

➢ Introduce the student to different grand themes, disciplines, and fields of knowledge, such as history, sociology, psychology, anthropology, science, religion, etc… through the reading and studying of representative essays. (since short fiction text are studied elsewhere)

➢ Expose the student to knowledge diversity through reading some representative texts from different disciplines;

➢ Initiate the student to the methods of critical reading and analyzing texts;

Tronc commun : ………………

- ➢ Train the student in reading, commenting, and class discussion;
- ➢ Consolidate writing skills (though this is NOT a writing class).

3. PREREQUIS, CONNAISSSANCES ET COMPETENCES A AQUERIR

LES PREREQUIS
(Préciser les prérequis en terme de : connaissances, compétences, modules, semestres.

- ➢ Have a good command of the English language, both in written and spoken modes.
- ➢ Sufficient Reading Skills
- ➢ Adequate Writing Skills
- ➢ Enough Knowledge of Reading Comprehension Strategies

COMPETENCES A ACQUERIR
(Décrire les compétences à acquérir visées par ce module)

On completion of this course the students will be able to
- ➢ Use effectively extensive reading strategies;
- ➢ Develop an ever-expanding fund of recognized words and their meanings;
- ➢ Read not just for information or to perform a task, but also for pleasure;
- ➢ Establish personally relevant reading goals;
- ➢ Interpret and critically analyze different types of text types, styles and registers.

CONNAISSANCES A ACQUERIR
(Spécifier les connaissances que doit acquérir l'étudiant)

Avoir des connaissances en matière de :
- •
- •

4. DESCRIPTION DU CONTENU DU MODULE

Fournir une description détaillée des enseignements et/ou activités du module (Cours, TD, TP, Activités Pratiques, …….).

Reading is an important tool to get information and knowledge. Most academic reading is governed by the need to find and understand information and develop ideas and arguments. Deep study reading is used when you are looking for a specific item and you want to make connections with other items. So, this module is intended to make the students aware about the importance of reading in developing their speaking and writing skills. Students will learn how to be professional readers.

Tronc commun : ………………

Extensive reading of texts, using various strategies for comprehension and vocabulary recognition; maintaining a log with details of reading accomplished each week; summarizing weekly reading; establishing personally relevant reading goals. Interacting with a variety of texts for different purposes; using critical thinking skills; deducing meaning from context; understanding author's purpose; using inference; guessing and predicting content; interpreting a variety of question types. Students should read 35 pages per week .Themes may include:

- Religious texts
- Educational issues
- Culture and Art
- Women
- Political texts
- Social issues
- Literary texts
- Science and technology
- Legal texts
- Business passages

Module : Public Speaking

1. DESCRIPTION SUCCINTE DU MODULE

Intitulé du module	**Public Speaking**
Semestre de programmation du module	**Semester 3**
Nature du module	**DISCIPLINAIRE**
Nombre de crédits	**4**

2. OBJECTIFS DU MODULE

Public speaking has become of crucial importance in professional life in general. Some distinguished public speakers in the United States are invited during elections to deliver speeches on behalf of potential candidates and often succeed in their mission to persuade the target audience. In the domain of business too, public speaking is necessary to attract the large public about a new brand. Similarly, in conferences, the good presenters are those who know the rules of public speaking. The audience are usually more impressed by the way the message is conveyed than the message itself. In the classroom, a teacher should be a good public speaker to be considered a model for his students. Therefore, public speaking, which is one major type of face-to-face communication, should be given more priority especially for students learning English as a foreign language. Public Speaking, which is one type of speech communication, is intended to provide a formal instruction to students about how to address a large audience in a systematic way. The ultimate goal of this course, then, is two-fold: (1) to develop the students' communicative performance; (2) to enable them to prepare a variety of relevant speeches and deliver them in a professional way. The course aims at helping students to:

➢ Prepare and rehearse a public speech

➢ Collect supporting materials and presentation aids

➢ Analyze the audience

➢ Organize their speech

➢ Select an appropriate style for their speech

Tronc commun : ………………

> ➢ Deliver informative, persuasive, and special occasion speeches

3.PREREQUIS, CONNAISSSANCES ET COMPETENCES A AQUERIR

LES PREREQUIS
(Préciser les prérequis en terme de : connaissances, compétences, modules, semestres.

> ➢ Appropriate listening skills
>
> ➢ Sufficient speaking skills
>
> ➢ Basic grammatical knowlege
>
> ➢ Fundamantal lexical competence
>
> ➢ Appropriate listening comprehension skills

COMPETENCES A ACQUERIR
(Décrire les compétences à acquérir visées par ce module)

The student will be able to do the following:

> ➢ Communicate clearly, effectively, and respectfully in a variety of types of speeches and written assignments.
>
> ➢ Understand and practice all the stages of the speech-making process (focusing a topic, developing main points and evidence, using transitions, organizing, drafting, revising, editing, and delivering).
>
> ➢ Understand various ethical issues related to the speechmaking process.
>
> ➢ Adapt speeches based on an analysis of audience and the speaking situation.
>
> ➢ Develop a research plan, locate and evaluate source material, integrate material into speeches, and cite research appropriately.
>
> ➢ Execute effective oral arguments using logical, emotional, and credibility-based appeals.
>
> ➢ Provide and accept feedback from peer reviews to improve oral communication.
>
> ➢ Critically analyze and evaluate both peer and professional speeches.
>
> ➢ Learn and utilize principles of effective listening as both speaker and audience.
>
> ➢ Gain increased confidence in ability to speak in public, as evidenced by decreased anxiety and improved physical and vocal delivery.

CONNAISSANCES A ACQUERIR
(Spécifier les connaissances que doit acquérir l'étudiant)

Avoir des connaissances en matière de :
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4.DESCRIPTION DU CONTENU DU MODULE

Fournir une description détaillée des enseignements et/ou activités du module (Cours, TD, TP, Activités Pratiques, …….).

This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in group discussion with appropriate audiovisual support. Students should also demonstrate the speaking, listening, and interpersonal skills necessary to be effective communicators in academic settings, in the workplace, and in the community. This course will cover the following :

- ➢ Introducing Public Speaking
- ➢ Offering and listening to constructive criticism
- ➢ Preparing and Presenting a Public Speech
- ➢ Collecting Supporting Materials and Presentation Aids
- ➢ Analyzing and Adapting to Your Audience
- ➢ Methods of speech delivery
- ➢ Organizing Your Speech
- ➢ Speech introductions and conclusions
- ➢ Using non-verbal gestures effectively
- ➢ Rehearsing and Presenting Your Speech
- ➢ Varieties of public speaking
- ➢ The Informative Speech
- ➢ The Persuasive Speech
- ➢ The Special Occasion Speech

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Module : Readings in Global Cultures

1. DESCRIPTION SUCCINTE DU MODULE

Intitulé du module	Readings in Global Cultures
Semestre de programmation du module	Semester 3
Nature du module	DISCIPLINAIRE
Nombre de crédits	4

2. OBJECTIFS DU MODULE

The aim of this course is multiple. It intends to:

➢ To provide the student with cultural background and a wide range of cultural content bearing on Western and non-Western cultures;
➢ To help the student focus on the ways different individuals and cultures have oriented themselves in space/ time, according to language, thought-patterns, and the symbols provided by myth, ritual, and sign-systems;
➢ To sensitize the student to the major ideas, assumptions, belief-systems, theories, and paradigms which have influenced and shaped Western cultures and sometimes even global cultures;
➢ To foster the student's critical thinking skills, through engaging reading strategies, writing assignments, and projects;
➢ To provide a refreshing perspective by challenging the student to think in new ways and to apply ideas of culture and cultural difference to his/her own life;
➢ to assist the student in the daunting task of developing and refining his/her reading, conceptual, communicative, and writing skills.

3. PREREQUIS, CONNAISSSANCES ET COMPETENCES A AQUERIR

LES PREREQUIS
(Préciser les prérequis en terme de : connaissances, compétences, modules, semestres.

➢ Basic knowledge of cultural concepts;
➢ Use the English language to discuss ideas, abstractions, and concepts;

COMPETENCES A ACQUERIR
(Décrire les compétences à acquérir visées par ce module)

-By the validation of the module, a student will be able to :

➢ Understand culture as a concept and as a practice;

Tronc commun : ………………

> ➢ Compare and contrast different cultures;
> ➢ Read and understand the world cultures;
> ➢ Think in a new way and explore different perspectives;
> ➢ Acculturate in the world cultures,

- To know the diversity of the world cultures and literature.

4. DESCRIPTION DU CONTENU DU MODULE

Fournir une description détaillée des enseignements et/ou activités du module (Cours, TD, TP, Activités Pratiques, ……..).

This course should cover the following:

➢ Moroccan culture
➢ Arab culture
➢ Muslim culture
➢ Western culture
➢ Asian culture
➢ Universal Stories of the Creation (Christian, Islamic, African etc.)
➢ The Greek Tradition (the Olympian gods; demi-gods; and heroes …)
➢ The Christian Tradition (the story of the Fall; the story of the flood …)
➢ Bhuddism and Hinduism
➢ Major Greek philosophers: Socrates, Plato, Aristotle, etc.
➢ Major Muslim philosophers: Ibn Rochd
➢ The Philosophers of the Enlightenment
1.

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Module : Introduction to Linguistics

13. DESCRIPTION SUCCINTE DU MODULE

Intitulé du module	**Introduction to Linguistics**
Semestre de programmation du module	**Semester 3**
Nature du module	**DISCIPLINAIRE**
Nombre de crédits	**4**

14. OBJECTIFS DU MODULE

The primary aim of this module is to introduce students to the basic concepts, branches, and scope of linguistics as a scientific study of language. It is designed to familiarize students with fundamental linguistic terminology and to cultivate a scientific attitude towards analyzing language. By the end of the course, students should be able to:

- Define linguistics and explain its scientific nature.
- Identify the main branches and levels of linguistic analysis.
- Describe the key properties and functions of human language.
- Distinguish between human and animal communication systems.
- Understand the difference between descriptive and prescriptive grammar.
- Recognize and explain key concepts in phonetics and phonology.

15. PREREQUIS, CONNAISSSANCES ET COMPETENCES A AQUERIR

LES PREREQUIS
(Préciser les prérequis en terme de : connaissances, compétences, modules, semestres.

>

COMPETENCES A ACQUERIR
(Décrire les compétences à acquérir visées par ce module)

By Completing This module, students will acquire:

- Cognitive Skills: The ability to reflect critically on the structure and function of language.
- Descriptive Skills: The ability to observe, describe, and categorize linguistic phenomena.
- Analytical Skills: The ability to identify patterns in language use and structure.

Tronc commun : ……………..

- Terminological Precision: Mastery of foundational linguistic terms and concepts.

➢

16. DESCRIPTION DU CONTENU DU MODULE

Fournir une description détaillée des enseignements et/ou activités du module (Cours, TD, TP, Activités Pratiques, ……..).

- Introduction to the Course: What is language? What is linguistics? Overview of the course objectives, assessment, and expectations.

- The Nature of Human Language: Properties of human language (arbitrariness, productivity, displacement, duality, etc.).

- Human vs. Animal Communication: Key differences; introduction to design features of language (Hockett).

- Branches of Linguistics: Syntax, phonetics, phonology, morphology, semantics, pragmatics, sociolinguistics, psycholinguistics.

- Descriptive vs. Prescriptive Grammar: Linguistic attitude vs. traditional grammar. Examples in English usage.

- Grammar and Grammaticality: Competence vs. performance (Chomsky), grammatical rules vs. ungrammatical sentences.

- Phonetics I: Introduction to articulatory phonetics; the speech organs and the production of speech sounds.

- Phonetics II: Classification of English consonants (place and manner of articulation, voicing).

- Phonetics III: English vowel system (monophthongs and diphthongs); vowel chart.

- Introduction to Phonology: Phoneme vs. allophone; minimal pairs; phonological rules.

- Morphology I: Introduction to word formation; morphemes; free and bound morphemes.

- Morphology II & Revision: Types of morphemes, inflection vs. derivation; review of major concepts covered in the course.

Tronc commun : ………………
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Module : Introduction to Linguistics

1. DESCRIPTION SUCCINTE DU MODULE

Intitulé du module	**Introduction to Linguistics**
Semestre de programmation du module	**Semester 4**
Nature du module	DISCIPLINAIRE
Nombre de crédits	**5**

2. OBJECTIFS DU MODULE

The aim of the course is to introduce the field of linguistics; the scientific study and analysis of human language. It aims at getting students to learn about the diversity of human language as well as some of its universal characteristics. It also enables students to study the sound system of language with a particular focus on English. The course is intended to help students become aware of the major word-formation processes and enable them to understand sentence structure. It is concerned with equipping the student with the necessary conceptual tools for linguistic data analysis. The course focuses on the various branches of linguistics and their respective aspects. The emphasis is given to five branches of linguistics, namely the study of sounds and their production (phonetics), the mental representation and pattern of sounds (phonology), the structure of words (morphology), the structure of sentences (syntax), the meaning of sentences and words (semantics), and the use of language (pragmatics). It also aims at introducing the subfields of linguistics including Diachronic vs. synchronic, General vs. descriptive linguistics, Theoretical vs. applied linguistics, and Microlinguistics vs macrolinguistics. The course accounts for the traditional and modern schools of linguistics.

3. PREREQUIS, CONNAISSSANCES ET COMPETENCES A AQUERIR

LES PREREQUIS
(Préciser les prérequis en terme de : connaissances, compétences, modules, semestres.

VALIDATION OF MODULE 10 "GRAMMAR 2" SEMESTER 2

Tronc commun : ………………

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(Décrire les compétences à acquérir visées par ce module)

Upon completion of this course, students would be able to:

➢ Elaborate on the scientific study and analysis of human language

➢ Explain and elaborate on the origins and attributes of human language

➢ Gain knowledge about and understand the five branches of linguistics (phonetics, phonology, morphology, syntax, semantics, and pragmatics)

➢ Properly employ the vocabulary of modern linguistics

➢ Make the distinction among different subfields of linguistics

➢ Gain knowledge of the traditional and modern schools of linguistics

CONNAISSANCES A ACQUERIR
(Spécifier les connaissances que doit acquérir l'étudiant)

Avoir des connaissances en matière de :
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4. DESCRIPTION DU CONTENU DU MODULE

Fournir une description détaillée des enseignements et/ou activités du module (Cours, TD, TP, Activités Pratiques, …….).

The course is meant to cover the followings:

I- Nature and Function of Language.

. The origin of Language.

. Properties of human language

. Knowledge of language.

. Functions of language.

II- Linguistics.

. Definition of linguistics.

. The difference between traditional grammar and modern linguistics.

III- Components of Linguistics.

a. Phonetics (the study of the perception/production of speech sounds),

. Branches of phonetics.

. Phonetic transcription.

. The organs of speech.

. Consonant.

. Vowels.

b. Phonology (the study of sound systems and patterns),

. The phoneme.

. Phonemic distinctiveness and phonetic difference.

. Allophones.

c. Morphology (the study of word formation),

. The concept of the morpheme.

. The concept of the allomorph.

. Phonologically conditioned allomorphs.

. Types of morphemes : (lexical/ derivational/ inflectional).

. Morphological rules.

d. Syntax (the study of sentence structure),

. Sentence structure.

. Traditional grammar.

. Immediate constituent analysis.

. Phrase structrure grammar.

e. Semantics (the study of word and sentence meaning)

. Traditional views on semantics.

. Goals of modern semantics.

. Denotative vs. Connotative meaning.

. Semantic field.

. Syntagmatic vs paradigmatic relations.

f. Pragmatics

IV. Subfields of Linguistics.

a. Diachronic vs. synchronic

b. General vs. descriptive linguistics.

c. Theoretical vs. applied linguistics.

d. Microlinguistics vs macrolinguistics.

V. Schools of Linguistics.

a. Traditional schools of linguistics.

. Greek / medieval/ Greco-Roman/ Indian/ Arabic/ Renaissance periods.

. Linguistics in the nineteenth century.

b. Modern Schools of Linguistics.

  g.   The structuralist school.

  h.   The functionalist school.

  i.   The mentalist school.

1.

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Module : **Introduction to research**

1. DESCRIPTION SUCCINTE DU MODULE

Intitulé du module	**Introduction to research**
Semestre de programmation du module	**Semester 4**
Nature du module	**DISCIPLINAIRE**
Nombre de crédits	**5**

2. OBJECTIFS DU MODULE

The course assumes a basic understanding of Standard English grammar and mechanics, the conventions of academic writing (including basic use of sources and citations), the iterative process of writing, and competence in a variety of academic writing modes and genres. The objective of this module is also to prepare and equip the students with advanced techniques of academic writing and expose them to a variety of writing styles and tools required for research projects later on. It aims at developing students' capacity of writing longer and more advanced essays and preparing them for the writing of a research paper. Academic texts will include a genre analysis, an audience analysis, and a literature review using APA style.

3. PREREQUIS, CONNAISSSANCES ET COMPETENCES A AQUERIR

LES PREREQUIS
(Préciser les prérequis en terme de : connaissances, compétences, modules, semestres.

AVOIR VALIDE COMPOSITION

COMPETENCES A ACQUERIR
(Décrire les compétences à acquérir visées par ce module)

By the end of the course, students would be able to:
➢ apply the knowledge and skills acquired in the courses of paragraph writing, composition and advanced composition

➢ organize information and ideas into meaningful, coherent and convincing pieces of writing

➢ use different bibliography styles (APA, MLA, and Chicago)

➢ Analyse a topic of inquiry through scholarly research.

Tronc commun : ………………

> Communicate findings of scholarly research through multiple genres of writing.

> Evaluate sources and uses summary, analysis, synthesis and integration to construct a literature review on a topic chosen by the student.

> Explore the same topic from different genres and compares the affordances of each.

> Explain stylistic choices and revises for style and consistency at the document, paragraph, and sentence levels.

CONNAISSANCES A ACQUERIR
(Spécifier les connaissances que doit acquérir l'étudiant)

- Essay development
- Cohesion and coherence
- Bibliography

4. DESCRIPTION DU CONTENU DU MODULE

Fournir une description détaillée des enseignements et/ou activités du module (Cours, TD, TP, Activités Pratiques, …….).

COURSE CONTENT :

1. Introduction
   - Course Content and Methodology
   - Introducing Essay Writing
2. Understanding Essays : Through Professional Models
   - Parts of an Essay
   - Unity and Coherence In Essays
   - Rhetorical Strategies
   - Essay Types
3. Writing Mechanics
   - Pre-Writing
     - o Determining the Audience and Purpose
     - o Narrowing the Topic
     - o Generating Ideas : Brainstorming, Outlining, Charts
     - o Developing a Main Idea and Supports
   - Writing A First Draft
   - Revising

- o Revising for Sense
- o Editing : Word Choice and Sentences
- o Proofreading

4. Improving Writing
   - Sentence Variety: Expanding, Shortening and Combining Sentences
   - Connecting Ideas
     - o Coordination and Subordination
     - o Transition
     - o Logical Order
   - Avoiding Problems In Logic
     - o Identifying Errors In Logic
   - Avoiding Ambiguous Language
     - o Using Modifiers
     - o Eliminating Unnecessary Words and Phrases
     - o Using Active Voice
   - Maintaining An Appropriate Tone

5. Steps for writing research paper
   - Compiling a bibliography
   - What is a literature review?
   - Why write a literature review?
   - What is involved in writing a literature review?
   - Steps to writing an effective literature review:
   - Writing a Literature Review Compiling information for the literature review
   - Documentation and referencing: Citation

6. Describe rationale for academic citation and apply APA citation style.

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Module : Introduction to Discourse Analysis

1. DESCRIPTION SUCCINTE DU MODULE

Intitulé du module	**Introduction to Discourse Analysis**
Semestre de programmation du module	**Semester 4**
Nature du module	**DISCIPLINAIRE**
Nombre de crédits	**5**

2. OBJECTIFS DU MODULE

This module aims to enable the students to :

➢ Gain an understanding of the essential elements and principles of Discourse Analysis and apply them to the analysis of naturally occurring samples of language.

➢ To understand how the choice of articles, pronouns, and tenses affects the structure of the discourse;

➢ *to understand* the relationship between utterances in a discourse as well as the moves made by speakers to introduce a new topic, change the topic, or assert a higher role relationship to the other participants;

➢ Explore the central aspects of spoken and written language in its linguistic and non-linguistic contexts and to identify structures and patterns in stretches of text longer than the sentence.

➢ Analyze in some detail selected language elements in terms of discourse features.

➢ Develop a critical awareness of both theoretical and practical issues relevant to the field of Discourse Analysis.

➢ Identify, interpret and critically analyze different types of text and discourse types, styles and registers.

The module is covered through classroom work, practical sessions and flipped learning activities.

3. PREREQUIS, CONNAISSSANCES ET COMPETENCES A AQUERIR

LES PREREQUIS
(Préciser les prérequis en terme de : connaissances, compétences, modules, semestres.

Tronc commun : ………………

> ➤ Have a good command of the English language, both in written and spoken modes.
> ➤ Basic knowledge of conversational analysis

COMPETENCES A ACQUERIR
(Décrire les compétences à acquérir visées par ce module)

On completion of this course, the student will be able to:
> ➤ Discuss critically the relationship between spoken and written discourse
> ➤ Identify and describe significant patterns in talk and text organization
> ➤ Read critically the literature in Discourse Analysis and analyse instances of spoken and written discourse using appropriate methodologies
> ➤ Report analyses of discourse using appropriate conceptual frameworks
> ➤ Demonstrate understanding of the various ways in which the methods and findings of Discourse Analysis can be used to address real life problems
> ➤ Interpret and critically analyze different types of text and discourse types, styles and registers.

CONNAISSANCES A ACQUERIR
(Spécifier les connaissances que doit acquérir l'étudiant)

Avoir des connaissances en matière de :
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4. DESCRIPTION DU CONTENU DU MODULE

Fournir une description détaillée des enseignements et/ou activités du module (Cours, TD, TP, Activités Pratiques, …….).

The course will start first with a general overview of the phenomena included in the study of discourse, and then proceed on to how a number of schools have approached those problems.

The course consists of lectures (which will also contain some practice), assignments. The students are supposed to read the corresponding material in either the texts that will be assigned to them or the additional readings before coming to class, so that they will be prepared to discuss it. Students are expected to read extensively outside class, be well prepared, contribute to class discussions and participate in student-centered activities in pairs and small groups. These are the main topics that will be discussed in this module. Teachers can cover among others:

> ➤ Different discourse definitions.

> ➤ Narrative analysis

> ➤ Gender and discourse analysis

> ➤ Multimedia and discourse analysis

> ➤ Conversation analysis

> ➤ Register and discourse analysis

- ➢ Professional written genres
- ➢ Formal and informal discourse
- ➢ Political discourse
- ➢ Power and discourse
- ➢ The importance of context to meaning
- ➢ The nature of the context of situation
- ➢ The nature of coherence and interpretability
- ➢ The nature of language use in social interaction
- ➢ Discourses of peace
- ➢ Discourses of food
- ➢ Visual Discourse
- ➢ Legal discourse
- ➢ Formal and Informal Discourse
- ➢ Street discourse
- ➢ Business discourse
- ➢ Religious discourse
- ➢ Medical discourse, etc.

Module : Introduction to Translation

1. DESCRIPTION SUCCINTE DU MODULE

Intitulé du module	**Introduction to Translation**
Semestre de programmation du module	**Semester 4**
Nature du module	**DISCIPLINAIRE**
Nombre de crédits	**4**

2. OBJECTIFS DU MODULE

This course aims at training the students to translate simple prose text from English to Arabic. Students will learn about the problems involved with idiomatic and proverbial expressions, as well as cultural differences that may interfere with literal translation. Therefore, the course aims to:

- ➢ Enhance students' understanding of the process of translation of written texts (English-Arabic-English);

- ➢ Familiarize them with the register and technical terminology of professional life (legal, economic, environment, etc.);

- ➢ Reinforce translation methods and strategies unique to each text genre to address translation difficulties (syntactic, semantic, cultural, etc.);

- ➢ Enable students to enhance their mastery of both source and target languages;

- ➢ Encourage peer evaluation (pair/group work) to enable students to improve their translation and linguistic skills;

- ➢ Help students develop critical thinking by analyzing texts and comparing (human- and machine-) translated texts.

3. PREREQUIS, CONNAISSSANCES ET COMPETENCES A AQUERIR

LES PREREQUIS
(Préciser les prérequis en terme de : connaissances, compétences, modules, semestres.

- ➢ Appropriate knowledge of both Arabic and English

Tronc commun : ………………

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COMPETENCES A ACQUERIR
(Décrire les compétences à acquérir visées par ce module)

Upon successful completion of this course, the students will meet the following outcomes:

➢ Translate a variety of text types, ranging from legal texts to various forms of news reporting in a range of fields including journalism, law, science, business, diplomacy.

➢ Use translation methods and strategies when approaching text in context

➢ Apply basic techniques in solving problems specific to English and Arabic

➢ Relate the translation process to text types.

CONNAISSANCES A ACQUERIR
(Spécifier les connaissances que doit acquérir l'étudiant)

Avoir des connaissances en matière de :
-
-

4. DESCRIPTION DU CONTENU DU MODULE

**Fournir une description détaillée des enseignements et/ou activités du module (Cours, TD, TP, Activités Pratiques, ……).**

This course is primarily a skills course. It addresses the following issues: skills required from a good translator, translation strategies, steps to follow while translating, and the points to avoid while translating. It also introduces students to various types of texts, ranging from simple, general interest texts to specialized, more complex ones, dealing with business, tourism, international organizations, and mass media. Students are introduced to basic translation skills, and are trained in-class to translate various texts. Home and class assignments are weekly and constitute an important part of the course. Therefore, this course will cover the following :

➢ General introduction to the course (content, objectives, expectations, assessment method, etc.);

➢ Reminder of basic theoretical concepts (meaning transfer, equivalence, fidelity, encoding, decoding, etc.);

➢ The differences and similarities between Arabic and English;

➢ Translation practice;

➢ Collective correction and discussion of written test / Feedback

➢ The Do's don'ts in interpretation from English into Arabic and from Arabic to English

➢ Use of monolingual and bilingual dictionaries in translation

➢ The Fundamentals of Translation Process

➢ Characteristics of legal discourse and translation of legal texts (in-class practice)

➢ Translation Practice (legal Texts)

Tronc commun : ………………

- ➢ Collective correction and discussion of written test / Feedback
- ➢ Characteristics of business discourse and translation of business texts (in-class practice);
- ➢ Translation of Technical Texts (Business & Economics)
- ➢ Collective correction and discussion of written test / Feedback
- ➢ Computer Assisted Translation (CAT): does technology facilitate Translation?
- ➢ Comparison of more translated texts (Machine translation VS. Human translation);
- ➢ Culture and translation

- ➢ Collective correction and discussion of written test / Feedback
- ➢ Characteristics of business discourse and translation of business texts (in-class practice);
- ➢ Translation of Technical Texts (Business & Economics)

Module : Introduction to Cultural Studies

1. DESCRIPTION SUCCINTE DU MODULE

Intitulé du module	Introduction to Cultural Studies
Semestre de programmation du module	Semester 4
Nature du module	DISCIPLINAIRE
Nombre de crédits	4

2. OBJECTIFS DU MODULE

-**This course aims to help students:**
- ➢ Become familiar with basic concepts of cultural studies: for instance, power, agency, identity, ideology, and representation.
- ➢ Learn to use interdisciplinary critical perspectives to examine the diverse meanings of cultural objects and processes.
- ➢ Learn strategies to connect cultural knowledge to everyday life
- ➢ Learn to develop their analyses of culture through oral and written modes of communication.

3. PREREQUIS, CONNAISSSANCES ET COMPETENCES A AQUERIR

LES PREREQUIS
(Préciser les prérequis en terme de : connaissances, compétences, modules, semestres.

- ➢ Basic knowledge of the world cultures;
- ➢ Ability to understand cultural differences and similarities;

COMPETENCES A ACQUERIR
(Décrire les compétences à acquérir visées par ce module)

-**By the validation of the module, a student will be able to :**

- ➢ Develop well-argued and informed cultural study projects;

- ➢ Understand and use of a variety of theoretical approaches to literature and culture;

- ➢ Develop profound awareness of key concepts, tools, and methods used in cultural studies;

CONNAISSANCES A ACQUERIR
(Spécifier les connaissances que doit acquérir l'étudiant)

Tronc commun : ………………

- Develop knowledge the wide variety of cultural forms and practices.
- Know about the themes of race, nation, class, gender, what we consume, popular media, popular culture, the world we live in, and the ideologies that govern us.

4. DESCRIPTION DU CONTENU DU MODULE

Fournir une description détaillée des enseignements et/ou activités du module (Cours, TD, TP, Activités Pratiques, ……).

-What is Cultural Studies?
  ➢ Overview: What exists, who makes it, and why?
  ➢ Defining Mass Culture
  ➢ Power and Identity
-Race, Class and Gender
  ➢ Hegemony and Agency
  ➢ Marxism
  ➢ Race and Ethnicity
  ➢ Feminism
-Culture and Mythology
- Queering Culture
-Eating and Wasting Culture
  ➢ The Culture Industry
  ➢ Advertising
  ➢ Technology
  ➢ Environment
Art as Activism
  ➢ Graphic Arts
  ➢ Guerrilla Art

1.

Module : Introduction to African Literature and Culture

17. DESCRIPTION SUCCINTE DU MODULE

Intitulé du module	**Introduction to African Literature and Culture**
Semestre de programmation du module	**Semester 4**
Nature du module	**DISCIPLINAIRE**
Nombre de crédits	**4**

18. OBJECTIFS DU MODULE

This course provides a wide-ranging examination of African literature and culture, outlining the multitude of voices, experiences, and histories that define the continent's literary heritage. Students will be presented with a selection of texts—including novels, poetry, drama, and oral traditions—while analytically investigating the socio-political, historical, and cultural contexts from which these works emanate.

Literary Analysis and Critical Thinking
- Analyze major themes, narrative techniques, and stylistic elements in representative works from different African literary traditions
- Evaluate how African authors use literature to address social, political, and cultural issues
- Compare and contrast literary movements across different African regions and time periods

Cultural Understanding and Context
- Examine the relationship between literature and cultural identity formation in African societies
- Understand how historical events like colonialism, independence movements, and modernization have shaped African literary expression

Postcolonial and Decolonial Perspectives
- Investigate how African literature responds to and challenges colonial representations of Africa
- Understand concepts of cultural hybridity, diaspora, and transnationalism in African literary works

Regional and Linguistic Diversity
- Appreciate the linguistic and cultural diversity across different African regions
- Compare literary traditions from various African countries and language groups
- Examine connections and differences between North African and sub-Saharan African literary traditions

Contemporary Relevance and Global Connections
- Assess how contemporary African literature addresses current social issues and global challenges
- Understand the role of African literature in international literary markets and world literature

Tronc commun : ………………

These objectives balance literary analysis with cultural understanding while encouraging students to think critically about Africa's place in global literary conversations.

19. PREREQUIS, CONNAISSSANCES ET COMPETENCES A AQUERIR

LES PREREQUIS
(Préciser les prérequis en terme de : connaissances, compétences, modules, semestres.

> ➤ Essential prerequisites typically include foundational courses in Introduction to Literature, English Language Proficiency, and Literary Analysis and Criticism. Students should have developed critical reading and academic writing skills in English, along with basic understanding of literary genres, themes, and analytical techniques. A background in survey of English Literature or World Literature courses would be beneficial, as would familiarity with postcolonial literary theory concepts. The course assumes students possess the analytical skills to engage with complex cultural and literary texts from African contexts.

COMPETENCES A ACQUERIR
(Décrire les compétences à acquérir visées par ce module)

CONNAISSANCES A ACQUERIR
(Spécifier les connaissances que doit acquérir l'étudiant)

After completing this course, students should acquire the following competencies:

Analytical and Critical Competencies

- Demonstrate proficiency in analyzing literary texts using various critical approaches (postcolonial, feminist, cultural studies, etc.)
- Critically evaluate the representation of African identities, histories, and experiences in literature
- Synthesize information from multiple sources to construct well-reasoned arguments about literary and cultural phenomena

Cultural and Intercultural Competencies

- Exhibit nuanced understanding of African cultural diversity and avoid essentialist generalizations
- Navigate cultural differences respectfully and engage constructively with perspectives different from their own
- Understand how literature functions as both cultural expression and cultural critique

Historical and Contextual Competencies

- Contextualize literary works within appropriate historical, political, and social frameworks
- Trace the evolution of African literary movements and their relationship to historical events
- Analyze how colonialism, independence, and globalization have shaped African literary production
- Connect historical patterns to contemporary literary and cultural developments

Literary Competencies

- Appreciate the interplay between oral and written traditions in African literary forms
- Identify genre conventions and innovations in African poetry, fiction, and drama

Communication and Presentation Competencies

- Write clear, well-structured academic essays on literary and cultural topics
- Present research findings effectively through oral presentations and visual aids
- Participate constructively in class discussions and debates
- Compare African literary traditions with other world literatures
- Understand Africa's position within global literary and cultural networks

Ethical and Social Competencies

- Engage with sensitive topics (colonialism, racism, gender inequality) in academically rigorous and respectful ways
- Understand the responsibility of cultural interpretation and representation
- Appreciate literature's role in promoting social justice and human rights
- Develop empathy and cross-cultural understanding through literary engagement

- ➢ These competencies prepare students for advanced literary studies, cultural work, education, journalism, diplomacy, and other fields requiring strong analytical, cultural, and communication skills.

20. DESCRIPTION DU CONTENU DU MODULE

Fournir une description détaillée des enseignements et/ou activités du module (Cours, TD, TP, Activités Pratiques, …….).

Unit 1: Historical and Cultural Foundations (Weeks 1-4)

- Pre-colonial African civilizations and cultural heritage
- Impact of colonialism on African societies and literary expression
- Independence movements and cultural renaissance
- Oral traditions: folktales, epics, proverbs, and their literary influence

Unit 2: Birth and Evolution of Modern African Literature (Weeks 5-8)

- Pioneers of African literature in English and French
- The Negritude Movement (Senghor, Césaire, Damas)
- Literature of decolonization and nation-building
- South African apartheid literature

Unit 3: Themes and Literary Genres (Weeks 9-12)

- The African novel: evolution and characteristics
- African drama: traditional and contemporary forms
- African poetry: forms, themes, and innovations
- Children's literature and new forms of expression
- African literature in diaspora

Unit 4: Contemporary African Literature and Global Contexts (Weeks 13-15)

- New generation of African writers : Digital age and African literary production
- African literature and globalization
- Postcolonial criticism and African literary theory

Textual Analysis Sessions:

- Close reading of representative literary works
- Comparative analysis of texts from different African regions
- Critical reading workshops using various theoretical approaches
- Thematic discussions on contemporary cultural issues

Student Presentations and Discussions:

- Individual presentations on assigned authors/works
- Group discussions on cultural and literary topics
- Peer review sessions for written assignments
- Creative writing workshops inspired by African traditions

Practical Activities

Cultural Activities:

- Film screenings and analysis of African cinema
- Music listening sessions: traditional and contemporary
- Guest lectures by African writers/scholars (when possible)
- Virtual museum tours and art exhibitions
- Individual research project on chosen author/theme
- Creation of annotated bibliography
- Development of cultural portfolio
- Collaborative anthology project

Tronc commun : ………………
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