

Course Description

Essay and Linguistic Exercises EN 301

- **University:** Fayoum
- **Faculty:** Arts
- **Department:** English Language and Literature
- **Program(s) in which the course is offered:** English Department Undergraduate Program
- **Accreditation**

1. Basic Information		
Code: EN 301	Course Title: Essay and Linguistic Exercises	Level: Third Year Two Semesters
Major: Major	Credit Hours:	Lecture: 2 hrs
Instructor: Dr. Fatma Hamdy	Email: fhamohamed@gmail.com	Mobile: 01003197259
2. Overall aims of Course		
2. Overall aims of course:	The course aims at 1. Developing students’ ability to write essay through extensive practice. 2. Allowing stdents to get enough practice in writing in different forms, for example, CV writing, reporting, etc. 3. Helping students develop self, pair and group editing skills. 4. Helping students improve their writing skills through the use of students own writing and repeated revisions.	
3. Intended learning outcomes of course (ILOs)		
A. Knowledge and understanding	By the end of the course, the student will be able to a.1 determine the different characteristics of effective writing. a.2 identify the different types of sentences. a.3 explain the various types of essays. a.4 describe the different parts of an essay. a.5. specify the sub skills involved in editing a written text.	
B. Intellectual Skills	b.1 distinguish between different types of essays. b.2 analyze different pieces of writing to get an idea about different writing skills. b.3 deduce the writing strategies needed to compose a good	

	<p>piece of writing.</p> <p>b.4. Apply writing skills through extensive revisions of their own writing.</p>
C. Professional Skills	<p>c.1 use enhanced skills for writing sentences, paragraphs, and essays.</p> <p>c.2. improve their writing skills through extensive revisions of their own writings.</p> <p>c.3 apply characteristics of effective writing.</p>
D. General & Transferable Skills	<p>d.1 incorporate skills of self, peer, and group editing in essays.</p> <p>d.2 compose a mental image about a good piece of writing.</p> <p>d.3 use the internet to improve self-learning.</p> <p>d. 4. narrate or report an incident in sound English.</p>

4. Course Contents

First Term

	Topic	Week	Hours
1.	Course Overview	1 st	2
2.	The Three Parts of a paragraph	2 nd	2
3.	Unity and Coherence in a Paragraph	3 rd	2
4.	Supporting Details: Facts, Quotations, and Statistics	4 th	2
5.	Using outside Sources: Citing Sources and Plagiarism	5 th	2
6.	The Three Parts of the Essay	6 th	2
7.	Essay Outlining	7 th	2
8.	Process Essays	8 th	2
9.	Cause\Effect Essays	9 th	2
10.	Cause\Effect Essays (continued)	10 th	2
11.	Comparison\Contrast Essays	11 th	2
12.	Comparison\Contrast Essays	12 th	2
13.	Paraphrase and Summary	13 th	2
14.	Paraphrase and Summary (continued)	14 th	2
Course Contents			
Second Term			
1.	Argumentative Essays	1 st	2

2.	Argumentative Essays (continued)	2 nd	2
3.	Descriptive Essays	3 rd	2
4.	Narrative Essays	4 th	2
5.	Punctuation Rules Practice on Paragraphs	5 th	2
6.	Punctuation Rules (continued) Practice on essays	6 th	2
7.	Types of Sentences	7 th	4
8.	Types of Sentences (continued)	8 th	4
9.	The trouble with Grammar	9 th	4
10.	Wordiness	10 th	2
11.	CV Writing	11 th	2
12.	Writing a report	12 th	2
13.	Proofreading essays	13 th	2
14.	Recap	14 th	2
5. Teaching and Learning Methods			
5.1	Pair Work		
5.2	Videos		
5.3	Communicative activities		
5.4	Lecturing		
5.5	Presentation		
5.6	Brainstorming		
6. Teaching and Learning Method for Disabled Students			
In case of having a disabled person, s/he is to be taught in a way that suits his/her disability. This is to be conducted in co-ordination with the Center of the Disabled.			
7. Students Assessment			
B. Time:	Quiz (1): 6 th week		
	Mid-term:		
	Quiz (2):		
	Final Exam: Research Paper		
C. Mark Distribution	Assessment I		%
	Mid-term exam		%
	Assessment II		%

	Final	100%
	Semester Work	%
	Total	100%
8. List of References		
A. Essential References	<ul style="list-style-type: none">- <i>Writing Academic English</i>-	
B. Recommended Books	<ul style="list-style-type: none">- <i>Effective Academic Writing Part 1</i>- <i>Effective Academic Writing Part 2</i>- <i>Effective Academic Writing Part 3</i>	
C. Electronic Materials and other sources	<ul style="list-style-type: none">- www.teach-nology.com- www.education.jlab.org- www.rhlschool.com	

- **Course Coordinator:** Dr. Fatma Hamdy
- **Head of Department:** Prof. Nabila Aly Marzouk



Course Description

Linguistics EN 324

- **University:** Fayoum
- **Faculty:** Arts
- **Department:** English Language and Literature
- **Program(s) in which the course is offered:** English Department Undergraduate Program
- **Accreditation:**

1. Basic Information		
Code: EN 324	Course Title: Linguistics	Level: third year 2 nd Semester
Major: Major	Teaching Hours: 4	Lecture:4 hours
Instructor: Dr. Eman Abd El Tawab	Email: ima00@fayoum.edu.eg	Mobile: 01001857434
2. Overall aims of Course		
2. Overall aims of course:	The course aims at 1- Enabling students to know the definition and boundary of linguistics, the relationship between linguistics and other sciences. 2- Enabling students to know the fundamental concepts of descriptive linguistics, comparative and historical linguistics, basic concepts of syntax. 3- Explaining the analysis of syntactic data in English Language.	
3. Intended learning outcomes of course (ILOs)		
A. Knowledge and understanding	By the end of the course, the student will be able to a.1. recognize the basic concepts of linguistics a.2. identify the theoretical history of English linguistics. a.3. state the different methods of syntactic analysis. a.4. describe the basic constituents of the English sentence. a.5. indicate what is beyond the description of the grammatical structure of a text.	
B. Intellectual Skills	a.1.distinguish between different English phrases a.2.analyze the grammatical structure of a text, using the different methods of analysis a.3.Comment on the structure of the English sentence	
C. Professional Skills	c.1.compare structures competing to express the same meaning, c.2.describe sentence structure both at the simple and complex levels c.3.apply techniques of generative grammar cc.4.discuss the difference between English and Arabic syntax	

D. General& Transferable Skills		d.1. acquire net surfing skills d.2. master analytical skills d.3. use communication skills d.4. improve self-learning	
4. Course Contents			
	Topic	Week	Hours
1.	Course Overview	1 st	4
2.	Linguistics &Features of language	2 nd	4
3.	Language structures	3 rd	4
4.	An introduction to syntax	4 th	4
5.	Traditional grammar Grammatical categories	5 th	4
6.	Prescriptive & descriptive approach	6 th	4
7.	Constituent analysis Labeled bracketing	7 th	4
8.	Deep & surface structure	8 th	4
9.	Structural ambiguity	9 th	4
10.	Tree diagrams	10 th	4
11.	Phrase structural Rules	11 th	4
12.	Lexical rules Movement Rules	12 th	4
13.	Practice on syntactic analysis	13 th	4
14.	Revision	14 th	4
5. Teaching and Learning Methods			
5.1	Pair Work		
5.2	Group Work		
5.3	Peer error correction		
5.4	Self-learning		
5.5	Lecture (offline & online)		
5.6	Exercise sessions		
5.7	Power point		
6. Teaching and Learning Method for Disabled Students			
In case of having a disabled student, s/he is to be taught in a way that suits his/her disability. This is to be conducted in co-ordination with the Center of the Disabled.			
Copies of teacher hand-outs printed in braille are available.			

Power Point Presentations in braille are available too.

7. Students Assessment

B. Time:	Quiz (1): week 5	
	Mid-term	
	Quiz (2): week 10	
	Final Exam:	At the end of the term
	Assessment I	
C. Mark Distribution	Mid-term exam	%
	Assessment II	%
	Final	%
	Ongoing clinical evaluation or assignment & class participation	100%
	Total	
	Total	100%

8. List of References

A. Essential References	-Course notes provided by the lecturer during the lectures
B. Recommended Books	<p>Yule, George. <i>The Study of Language</i>. New York, 1985.</p> <p>Barber, Charles. <i>The English Language: A Historical Introduction</i>. New York: Cambridge University Press, 1993.</p> <p>Carine, Andrew. <i>Syntax: A Generative Introduction</i>. Oxford: Blackwell Ltd, 2002.</p> <p>Marjolyn, Steventon. <i>English Syntax</i>. Boston: Little, Brown & Company, 1987.</p> <p>Stageberg: <i>An Introductory English Grammar</i></p> <p>Trask, R.C. <i>Language and Linguistics: The Key Concepts</i>. New York: Stockwell & Routledge, 2007.</p> <p>Whitman, Randal L. <i>English and English Linguistics</i>. New York: Holt, Rinehart and Winston, Inc, 1975.</p>
C. Electronic Materials and other sources	<p>http://www.uni-kassel.de/fb8/misc/lfb/html/text/startlfbframeset.html</p>

9. Teaching and Learning Requirements

White boards and microphone computer and data show

Course coordinator: Dr. Eman Abd El Tawab

Head of Department: Prof. Nabila Marzouk



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Course Description

Novel (Third Year)

- **University:** Fayoum
- **Faculty:** Arts
- **Department:** English Language and Literature
- **Program(s) in which the course is offered:** English Language and Literature
- **Accreditation:**

1. Basic Information		
Academic Year: 2020/2021 (First & Second Semester)	Course Title: Novel	Year: Third Year
Major: English	Teaching Hours: 2 hours per week across two semesters	Lecture: 2 hours per week
Instructor: Dr.Amal Galal M. Morsy	e-mail: agm01@fayoum.edu.eg	Mobile: 01023070719
2. Overall aims of Course		
2. Overall aims of course:	This course aims at 1. Introducing students to the Victorian literature in general and Victorian novel in specific. 2. Recognizing the impact of the political and social context on the rise of the Victorian novel. 3. Familiarizing students with the distinguished characteristics of the Victorian novel. 4. Identifying characteristics of the Victorian novel through the analysis of two selected novels: Emily Bronte's <i>Wuthering Heights</i> and Charles Dickens' <i>Great Expectations</i> . 5. Recognizing the influence of the prominent literary movements during the Victorian era on Victorian novelists. 6. Analyzing and appreciating the literary elements in the selected novels.	
3. Intended learning outcomes of course (ILOs)		
A. Knowledge and understanding	By the end of this course, the student will be able to a.1. explain the main features of the Victorian literature. a.2. mention the impact of the political and social life on the rise of the novel during the 19 th C. (Victorian era).	

	<p>a.3. indicate the unique characteristics of the Victorian novel.</p> <p>a. 4. define the characteristics of the selected novel.</p> <p>a.5. discuss the selected texts in their cultural and historical context.</p> <p>a.6. identify the biography of the writers studied and their prominent works.</p>
B. Intellectual Skills	<p>b.1.analyze the plot structure of a selected novel.</p> <p>b.2.comment on extracts from the novel.</p> <p>b.3. compare and contrast the characters, themes and all the other fictional elements in the studied novel.</p> <p>b.4. examine the political and social context of a selected novel.</p> <p>b.5. summarize the important events in the novel with focus on the symbolic elements.</p> <p>c.6. deduce the major ideas of the novel and connect them with contemporary life</p>
C. Professional Skills	<p>c.1. carry out an analysis of certain novels according to specific criteria</p> <p>c.2. comment on different contexts.</p> <p>c.3. appreciate the novel genre in the light of the socio-political movements.</p> <p>c.4. evaluate the technical devices in a selected novel.</p> <p>c. 5. use appropriate communication skills in a presentation about a related topic.</p> <p>c. 6. report on how to make use of studying a novel to achieve self-development</p>
D. General & Transferable Skills	<p>d.1 improve critical reading</p> <p>d.2. comment on all the elements of fiction.</p> <p>d.3. use the computer and surf the net to gather information about the novelist and his work.</p> <p>d.4. cooperate with others to do research on definition of the novel, its types and its technical devices.</p> <p>d-5. improve self-learning by showing interest in reading fictional works.</p>

4. Course Contents First Semester

First Semester

	Topic	Week	Hours
1.	Course Overview	1 st	2
2.	Historical Background to the Victorian era.	2 nd	2
3.	Political and Social life in the 19 th C.	3 rd	2
4.	Main features of 19 th C. literature.	4 th	2
5.	Comparison between 19 th C. literature and the Elizabethan and Romantic ones: Similarities and differences.	5 th	2
6.	19 th C. literary movements.	6 th	2
7.	19 th C. literary movements- cont.	7 th	2

8.	Rise of the Victorian novel	8 th	2
9.	Prominent Victorian novelists and their ideas.	9 th	2
10.	Main characteristics of the Victorian novel.	10 th	2
11.	Impact of the political and social context on the distinguished characteristics of the Victorian novel.	11 th	2
12.	a. Emily Bronte: Life and contribution to English fiction. b. Introduction to Emily Bronte's <i>Wuthering Heights</i> .	12 th	2
13.	<i>Wuthering Heights</i> and the image of woman in the Victorian era.	13 th	2
14.	<i>Wuthering Heights</i> : Plot structure & Setting.	14 th	2
15.	Revision	15 th	2

Second Semester

Topic		Week	Hours
1.	<i>Wuthering Heights</i> : Characterization (methods, major and minor characters)	1 st	2
2.	Themes and textual analysis of <i>Wuthering Heights</i> .	2 nd	2
3.	Symbols and techniques in <i>Wuthering Heights</i> .	3 rd	2
4.	Point of view and satire in <i>Wuthering Heights</i> .	4 th	2
5.	Realism & style in <i>Wuthering Heights</i> .	5 th	2
6.	a. Charles Dickens: Life and contribution to English fiction. b. Introduction to Dickens' <i>Great Expectations</i> .	6 th	2
7.	<i>Great Expectations</i> : Plot structure & Setting.	7 th	2
8.	<i>Great Expectations</i> : Characterization (methods, major and minor characters)	8 th	2
9.	Themes and textual analysis of <i>Great Expectations</i> .	9 th	2
10.	Symbols and techniques in <i>Great Expectations</i> .	10 th	2
11.	Point of view and satire in <i>Great Expectations</i> .	11 th	2
12.	Realism & style in <i>Great Expectations</i> .	12 th	2
13.	Comparison between the literary elements in <i>Wuthering Heights</i> and <i>Great Expectations</i> .	13 th	2
14.	<i>Wuthering Heights</i> and <i>Great Expectations</i> as representatives of the Victorian Fiction.	14 th	2
15.	Revision	15 th	2

5. Teaching and Learning Methods

5.1	Pair Work
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5.2	Group Work
5.3	Brainstorming
5.4	Videos
5.5	Lecture/ offline and online lectures
5.6	Oral Presentation
6.7	Role Play

6. Teaching and Learning Method for Disabled Students

In case of having a disabled person, s/he is to be taught in a way that suits his/her disability. This is to be conducted in co-ordination with the Center of the Disabled.

Copies of teacher hand-outs printed in braille

Power point presentation in braille

7. Students Assessment

B. Time:	Peer and Group work: every week	
	Home assignments: every week	
	Final examination: decided by the university	
	Total	100 %
C. Mark Distribution	Assessment I	%
	Mid-term exam	%
	Assessment II	%
	Final	100 %
	Ongoing clinical evaluation or assignment & class participation	
	Total	100 %

8. List of References

A. Essential References	<p>8-1- course notes: Notes introduced to students through lectures</p> <p>8-2- Essential Books: *Bronte, Emily. <i>Wuthering Heights</i>. Cairo: The Anglo-Egyptian Bookshop, 1996.</p>
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	* Dickens, Charles. <i>Great Expectations</i> . New York: Penguin Books Ltd, 1994.
B. Recommended Books	<ul style="list-style-type: none"> - <i>A Concise Companion to the Victorian Novel</i> - <i>The Norton Anthology</i> - Forster, M.E. <i>Aspects of the Novel</i>. New York: Harcourt, Brace & World, Inc., 1927-
C. Electronic Materials and other sources	www.classicnotes.com www.sparknotes.com WWW.Wekpedia.com WWW.gigapedia.com -
9. Teaching and Learning Requirements:	
	9.1. Smart Boards. 9.2. Videos of the selected novels. 9.3. Datashow 9.4. Big, clean, ventilated class rooms, microphones

- **Course Coordinator:** Dr. Amal Galal Mohammad
- **Head of Department:** Prof. Nabila Aly Marzouk



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Course Description

Poetry : EN 321

- **University:** Fayoum
- **Faculty:** Arts
- **Department:** English Language and Literature
- **Program(s) in which the course is offered:**
- **Accreditation:**

1. Basic Information		
Code: EN 321	Course Title: Poetry	Level: Third Year/ 2 nd semester
Major: English	Teaching Hours: 4	Lecture: 4
Instructor: Prof. Ahmed Abdel Salam	Email: ama32@fayoum.edu.eg	Mobile: 01094464818
2. Overall aims of Course		
2. Overall aims of course:	This course aims at 1. Introducing students to 18 th and early 19 th century poetry. 2- Acquainting students with the features of this period. 3. Familiarizing students with related critical theories. 4. Practicing analysis to representative poems	
3. Intended learning outcomes of course (ILOs)		
A. Knowledge and Understanding	By the end of this course, the student be able to a.1. tell the details of the life of the poet and his age. a.2. illustrate the thematic, organizational and formal elements in poetry. a.3. distinguish poems of different poetic trends. a.4. identify the main features of the Neo-classical and Romantic poetry	
B. Intellectual Skills	b.1. paraphrase poems that belongs to the period.. b.2. analyze the technical devices of the poems. b.3. discuss the difference between Neo-classicism and Romanticism. b.4. comment on a poem that belongs to the period. b.5. diagram the most significant theories of the period particularly those affected the literary thinking mind.	
C. Professional Skills	c.1. write a critical analysis to a given poem. c.2. distinguish the characteristics of both Neo-Classicism and Romanticism and changes in literary trends and fashions. c.3. write a comparative analysis of the two main literary movements selecting some representative poems. c.4. survey the features of different schools of poetry in the 18 th and early 19 th centuries.	

	c.5. comment on all the elements of a given poem.		
D. General & Transferable Skills	d.1. develop an aesthetic sense. d.2. improve self- learning. d.3. show interest in poetry. d.4. use the internet to collect biographical information about the poets.		
4. Course Contents			
	Topic	Week	Hours
1.	Course Overview	1st	4
2.	Neo-classical poetry and its features John Milton	2nd	4
3.	Neo-classical poetry and its features (continued) John Dryden	3rd	
4.	The poetry of the transitional period Oliver Goldsmith	3rd	4
5.	Romantic Poetry Historical and Social Context Romantic Poetry Characteristics	4th	4
6.	<i>Preface to the Lyrical Ballads</i>	5th	4
7.	Readings by Wordsworth “Tintern Abbey” Or “She Dwelt Among the Untrodden Ways”	7th	4
8.	Readings by Coleridge “The Rime of the Ancient Mariner”	8th	4
9.	Readings by Coleridge “The Rime of the Ancient Mariner” (continued)	9th	4
10.	Readings by Blake “The Tiger” & “The Lamb”	10th	4
11.	Readings by Keats “Ode to a Nightingale” or “To Autumn”	11th	4
12.	Readings by Byron “Childe Harold’s Pilgrimage”	12th	4
13.	Readings by Shelley "To a Skylark." or "Ode to the West Wind."	13th	4
14.	Revision	14th	4
5. Teaching and Learning Methods			
5.1	Pair Work		
5.2	Discussions		
5.3	Power point presentations		

5.4	Written exercises	
5.5	Lecture	
6. Teaching and Learning Method for Disabled Students		
In case of having a disabled person, s/he is to be taught in a way that suits his/her disability. This is to be conducted in co-ordination with the Center of the Disabled.		
Copies of teacher hand-outs printed in braille.		
Power Point Presentations in braille.		
7. Students Assessment		
B. Time:	Peer and Group work: every week	
	Home assignments: every week	
	Final examination:	
	Total	100 %
C. Mark Distribution	Assessment I	%
	Mid-term exam	%
	Assessment II	%
	Final	100 %
	Ongoing clinical evaluation or assignment & class participation	
	Total	100
8. List of References		
A. Essential References	Abdel Salam, Ahmed M., <i>Eighteenth and Nineteenth-Century Poetry</i> , Fayoum: Dar Al-Elm Publishing House 2. <i>The Norton Anthology to Literature</i> .	
B. Recommended Books	<i>Cambridge Companion to British Romanticism</i> , ed. S. Curran (Cambridge, 1993). ISBN#0521421934 <i>The New Oxford Book of Romantic Period Verse</i> , ed. J. J. McGann (Oxford, 1993).	
C. Electronic Materials and other sources	1- www.classicnotes.com 2- www.sparknotes.com 3. http://www.english.ltsn.ac.uk/explore/resources/poetry/index.php 4. http://www.loc.gov/poetry/180/001.htm	
9. Teaching and Learning Requirements:		



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	9.1. Big clean classrooms. 9.2. Videos of the selected novels. 9.3. enough chairs.
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- **Course Coordinator:** Prof. Ahmed Abdel Salam
- **Head of Department:** Prof. Nabila Aly Marzouk



Course Description

Theoretical and Practical Criticism En 313

- University: Fayoum
- Faculty: Arts
- Department: English Language and Literature
- Program(s) in which the course is offered:
- Accreditation 2021

1. Basic Information		
Code: En 313	Course Title: Theoretical and Practical Criticism	Level: Fourth
Major:	Credit Hours:	Lecture:
Instructor: Dr. Naglaa Saad	email: nsm01@fayoum.edu.eg	Mobile: 01203132310
2. Overall aims of Course		
2. Overall aims of course:	<p>This course aims at</p> <ol style="list-style-type: none">1. Introducing students to the history of literary criticism of the 19th .2. Familiarizing students with theories dealing with the nature and function of literary criticism and creative writing.3. Giving students enough practice in analyzing literary works in the light of studied critical approaches.4- Introducing students to the different critical theories and approaches to literature as expounded by Pope, Johnson Coleridge, and Wordswoth5- Familiarizing students with the cultural, historical and philosophical background to Romanticism, Realism, Naturalism and Marxism.6- Enabling students to see the development of literary criticism in context	
3. Intended learning outcomes of course (ILOs)		
A. Knowledge and understanding	<p>By the end of the course, the student will be able to</p> <ol style="list-style-type: none">a.1. list the items to be considered when criticizing a literary work.a. 2.identify characteristics of the selected history of literary criticism.a.3. describe the major movements in literary criticism in the 19th century.a.4. identify the effect of contextual factors on the literary work.	
B. Intellectual Skills	<ol style="list-style-type: none">b.1. analyze a literary text in the light of the studied critical movements.b.2. diagram a complete mental image about various critical	

	schools and their beliefs. b.3. debate the main features of the studied critical movements. c.4. connect the studied works to contemporary events.
C. Professional Skills	c. 1. apply different approaches of literary analysis to selected texts. c. 2. use contextual factors when constructing criticism to literary work. c. 3. write an analysis of a text depending on the student's own approach. c.4. write a critical essay on the studied schools.
D. General & Transferable Skills	d. 1. improve critical thinking skills. d. 2. apply literary analysis properly to a text. d. 3. write creatively about a literary text. d. 4. use critical reading skills in doing a research. d.5. present his ideas effectively.

4. Course Contents

	Topic	Week	Hours
1.	Course Overview	1 st	4
2.	Alexander Pope: <i>An Essay on Criticism</i>	2 nd	4
3.	Alexander Pope: <i>An Essay on Criticism</i>	3 rd	4
4.	Samuel Johnson: <i>Preface to Shakespeare</i>	4 th	4
5.	Samuel Johnson: <i>Preface to Shakespeare</i>	5 th	4
6.	Romanticism (I): Germany and France (Friedrich von Schiller, Friedrich Schleiermacher, Germaine de Stael).	6 th	4
7.	Romanticism (II): England and America (William Wordsworth, Samuel Taylor Coleridge, Ralph Waldo Emerson, Edgar Allan Poe).	7 th	4
8.	Realism (theme and Style)	8 th	4
9.	Realism Charles Dickens, George Eliot, and Anthony Trollope. In the United States, William Dean Howells	9 th	4
10.	Naturalism (theme and style)	10 th	4
11.	Naturalism E' mile Zola, Theodore Dreiser, Stephen Crane, Frank Norris, Hamlin Garland, and Jack London;		4
11.	Realism & Naturalism Compared	10 th	4
12.	Symbolism and Aestheticism (Charles Baudelaire, Walter	12 th	4



	Pater, Oscar Wilde).		
13.	Marxism (Karl Marx, Friedrich Engels, Gyorgy Lukacs, Terry Eaglelton).	13 th	4
14.	Recap	14 th	4
5. Teaching and Learning Methods			
5.1	Pair Work		
5.2	Group Work		
5.3	Communicative Approach		
5.4	Language Lab. (cassettes, visual aids, ...)		
5.5	Lecture		
5.6	Presentation		
6. Teaching and Learning Method for Disabled Students			
In case of having a disabled person, s/he is to be taught in a way that suits his/her disability. This is to be conducted in co-ordination with the Center of the Disabled.			
Copies of teacher hand-outs printed in braille			
Power point presentations in braille.			
7. Students Assessment			
B. Time:	Quiz (1)		
	Mid-term		
	Quiz (2)		
	Final Exam		
C. Mark Distribution	Assessment I		%
	Mid-term exam		%
	Assessment II		%
	Final		%
	Ongoing clinical evaluation or assignment & class participation		
	Total		
8. List of References			
A. Essential References	Course Notes. - Teacher's course.		
B. Recommended Books	- Eliot, T. S. <i>Tradition and the Individual Talent</i> . - Culler, Jonathan. <i>Structuralist Poetics</i> .		



	<p>- Iser, Wolfgang. <i>The Act of Reading: A Theory of Aesthetics</i>. Watson, George. <i>The Literary Critics</i>. Wellek, R. <i>A History of Modern Criticism: The Romantic Age</i>.</p>
C. Electronic Materials and other sources	<p>Periodicals, Web Sites, etc. WWW.Litrarycriticism.com http://en.wikipedia.org/wiki/Critical_theory http://en.wikipedia.org/wiki/Literary_theory</p>
9. Teaching and Learning Requirements:	
	<p>9.1. Big clean classrooms. 9.2. Videos of the selected novels. 9.3. enough chairs.</p>

- Course Coordinator: Dr. Naglaa Saad
- Head of Department: Prof. Nabila Aly Marzouk



Course Description

American Literature EN 312

- **University:** Fayoum
- **Faculty:** Arts
- **Department:** English Language and Literature
- **Program(s) in which the course is offered:**
- **Accreditation:**

1. Basic Information		
Code: EN 312	Course Title: American Literature	Level: Third year
Major: English Language and Literature	Credit Hours: 4	Lecture: 4 Hours
Instructor: Dr. Hamed Shaaban	Email: hsh00@fayoum.edu.eg	Mobile: 01005810310
2. Overall aims of Course		
2. Overall aims of course:	This course aims at 1- Getting students acquainted with the beginning of the history of American literature along with the political and social circumstances affecting the production of such literature. 2- Helping students to compare between the British and American literature and realize how American literature was influenced by its British counterpart. 3- Introducing students to American literature. 4- Studying American literature in light of its context.	
3. Intended learning outcomes of course (ILOs)		
A. Knowledge and understanding	By the end of the course, the student will be able to a.1. discuss the emergence of American Literature a.2 . recognize the characteristics of American literary writers along with their major achievements. a.3 . identify the political and social circumstances affecting the production of American literature.	
B. Intellectual Skills	b.1 analyze different American literary in the light of the context b.2 distinguish the features of American literature b.3 criticize the writer's style and language	
C. Professional Skills	c.1 compare the style of different American writers c.2 discuss the themes of literary texts c.3 write a comment on a selected American literary text	

	c.4 survey the beginning and development of American literature		
D. General & Transferable Skills	d.1 appreciate literature: drama, novel, and poetry d.2 work in a group d.3 use the internet to do research		
4. Course Contents			
	Topic	Week	Hours
1.	a. Course description b. American literature: the colonial period	1 st	4
2.	<i>The Emperor Jones</i> by Eugene O'Neill	2 nd	4
3.	The American Revolution	3 rd	4
4.	Consumption By William Cullen Bryant	4 th	4
5.	"Rip Van Winkle" By Washington Irving or <i>Billy Budd</i> By Herman Melville	5 th	4
6	"Rip Van Winkle" By Washington Irving (continued) or <i>Billy Budd</i> By Herman Melville	6 th	4
7.	The rise of a national American literature "The Loss of Love" by Countee Cullen	7 th	4
8.	The American Renaissance	8 th	4
9.	"Days" by Ralph Waldo Emerson	9 th	4
10.	The Boston Brahmins	10 th	4
11.	Stopping by Woods on a Snowy Evening	11 th	4

	by Robert Frost		
12.	The American Civil War	12 th	4
13.	The Black Snake By Mary Oliver	13 th	4
14.	Review	14 th	4
5. Teaching and Learning Methods			
5.1	Pair Work		
5.2	Group Work		
5.3	Communicative Approach		
5.4	Language Lab. (cassettes, visual aids, ...)		
5.5	Lecture		
5.6	Presentation		
6. Teaching and Learning Method for Disabled Students			
In case of having a disabled student, s/he is to be taught in a way that suits his/her disability. This is to be conducted in co-ordination with the Center of the Disabled.			
Copies of teacher hand-outs printed in braille are available.			
Power Point Presentations in braille are available too.			
7. Students Assessment			
B. Time:	Quiz (1)		
	Mid-term		
	Quiz (2)		
	Final Exam		
C. Mark Distribution	Assessment I		%
	Mid-term exam		%
	Assessment II		%
	Final		100%
	Ongoing clinical evaluation or assignment & class participation		
	Total		100
8. List of References			

A. Essential References	<ul style="list-style-type: none"> - Peter B. High, <i>An Outline of American Literature</i> - Eugene O'Neill, <i>The Emperor Jones</i> (any edition). - Washington Irving, <i>Rip Van Winkle</i>. - William Cullen Bryant, "Consumption" Countee Cullen, "The Loss of Love" Ralph Waldo Emerson, "Days" Robert Frost, "Stopping by Woods on a Snowy Evening" Mary Oliver, "The Black Snake" - Melville, Herman. <i>Billy Budd</i> (any edition).
B. Recommended Books	<p><i>VanSpanckeren, Kathryn Outline of American Literature.</i></p> <p>-</p>
C. Electronic Materials and other sources	<ul style="list-style-type: none"> - A Brief History of American Literature Wiley Blackwell 2011 pdf - https://easyclas.com/downloadfile/2645825 - The Emperor Jones_Youtube https://www.youtube.com/watch?v=SYd3lasO83A -
9. Teaching and Learning Requirements	
	<p>9.1. Big clean classrooms.</p> <p>9.2. Videos of the selected novels.</p> <p>9.3. enough chairs.</p> <p>9.4. data show</p>

- **Course Coordinator:** Dr. Hamed Shaaban
- **Head of Department:** Prof. Nabila Aly Marzouk

نموذج لمواصفات المقرر

جامعة: الفيوم كلية: الآداب

مواصفات المقرر: لغة لاتينية (مستوي ثاني) والحضارة القديمة

البرنامج أو البرامج التي يقدم فيها هذا المقرر

المقرر يمثل عنصراً رئيسياً أو ثانوياً بالنسبة للبرنامج : ثانوياً

القسم العلمي المسئول عن البرنامج الدراسات اليونانية واللاتينية

القسم العلمي المسئول عن تدريس المقرر الدراسات اليونانية واللاتينية

السنة الدراسية/ الفرقة الثالثة

تاريخ اعتماد توصيف البرنامج

(أ) البيانات الأساسية

الكود

العنوان: لغة لاتينية والحضارة القديمة

الساعات المعتمدة (إن وجدت): لا يوجد

المحاضرة: ٤ ساعات اسبوعياً

ساعات الإرشاد الأكاديمي:

الدروس العملية: لا يوجد

المجموع: ٨:٤

(ب) البيانات المهنية

(١) الأهداف العامة للمقرر

التعرف علي اسماء النوع الثالث والرابع والخامس من الاسماء والافعال

التمكن من قراءة الجمل المركبة والنصوص

تنمية التواصل باللغة اللاتينية تمهيدا لدراسة النصوص والكتابات

دراسة مفهوم الحضارة وادراك مدي تاثير الحضارة القديمة علي العالم حديثا وقديما

(٢) النتائج التعليمية المستهدفة للمقرر

أ- المعرفة والفهم

أ-١- التعرف علي اسماء وافعال النوع الثالث والرابع والخامس

أ-٢- التمكن من قراءة وفهم القواعد النحوية لتركيبات الاسماء والافعال والصفات

أ-٣- ان يحدد الطالب مضمون الكلمات ويدرك جيدا تصنيفها

أ-٤- ان يتمكن من فهم مفهوم الحضارة ويعي مدي عظمة الحضارتين اليونانية والرومانية في شتي المجالات

ب- المهارات الذهنية

ب-١- ان يكتسب الطالب القدرة علي ترجمة الكلمات والجمل

ب-٢- ان يحلل الطالب كل كلمة ويقدر علي تصنيفها

ب-٣- ان يختبر الطالب قدرته علي تحويل النصوص والجمل اللاتينية الي العربية

- ب-٤- ان يحلل النماذج المختلفة للحضارة ويربطها بما هو معاصر
- ت- المهارات المهنية والعملية
- ت-١- ان يجيد الطالب معرفة اللغة ويكون منعارفا علي معاني بعض الكلمات
- ت-٢- ان يحلل الطالب محتوى القواعد النحوية
- ت-٣- ان يكتسب الطالب القدرة علي قراءة الكتب في مجال تخصصه ويتفاعل مع المصادر
- ث-٤- ان يعي ويدرك من خلال الفنون المختلفة الحديثة ويربطها بالحضارات القديمة
- ث- المهارات العامة والمنقولة
- ث-١- ان يلم بالقواعد النحويه وتصريفات المجموعات المختلفة
- ث-٢- ان يتفاعل مع المصادر اللاتنية ويجيد ترجمه الجمل والنصوص
- ث-٣- ان يتفاعل مع مدي التأثير الواضح بالحضارات القديمة وخاصة في التصوير والنحت والمسرح

(٣) المحتويات

الموضوع	عدد الساعات/الأسبوع	محاضرة	ساعات إرشاد دروس أكاديمية/عملية
مراجعة المستوي السابق	٤	٢	
اسماء النوع الثالث وكيفية اعرابها و تصاريفها وكلمات تنتمي لهذا النوع	٤	٢	
اسماء النوع الرابع والخامس وكيفية اعرابها وتصاريفها وكلمات تنتمي اليها	٤	٢	
افعال النوع الثالث وتصريفهم طبقا للزمنة الاولى والثانوية	٤	٢	
افعال النوع الرابع والقسم المختلط وتصاريفهم طبقا للزمنه الاولى والثانوية	٤	٢	
تطبيق وحل الجمل المركبة والنصوص	٤	٢	

			وترجماتها الي اللغة العربية
	٢	٤	مفهوم الحضارة والتعرف علي هوية الحضارات القديمة واهميتها للعالم القديم
	٢	٤	دراسة ابرز ابدعات هذه الحضارات في كافة المجالات الادبية والعلمية
	٢	٤	اختيار نماذج مميزة وربطها بالحضارة الاوربية الحديثة

٤) أساليب التعليم والتعلم

٤-١- المحاضرات العامة

٤-٢- حلقات النقاش

٤-٣- مهمات جماعيه

٤-٤- تطبيق منزلي باستخدام القاموس

٤-٥- ابحاث

٥) أساليب تقييم الطلاب

٥-١- حضور لتقييم التزام الطلاب

٥-٢- ملف انجاز لتقييم مدي استفادة الطلاب

٥-٣- اختبار شفوي لتقييم مدي تلقي الطلاب للمعلومه

٥-٤- اختبار نهايه الفصل الدراسي لتقييم الاستادة الكليه من المفرر

جداول التقييم

التقييم ١ الحضور الأسبوع الاول

التقييم ٢ ملف الانجاز الأسبوع الرابع

التقييم ٣ اختبار شفوي الأسبوع الثامن

التقييم ٤ اختبار الفصل الدراسي الأسبوع السادس عشر

النسبة المئوية لكل تقييم

امتحان نصف العام / الفصل الدراسي الأول . %

١٠٠%	امتحان نهاية العام / الفصل الدراسي الثاني
٠%	الامتحان الشفوي
٠%	الامتحان العملي
٠%	أعمال السنة / الفصل الدراسي
٠%	أنواع التقييم الأخرى
١٠٠%	المجموع
	أي تقييم آخر بدون درجات

٦) قائمة المراجع

- ٦-١- مذكرات المقرر
- لغة لاتينية (مستوي ثاني)
- ٦-٢- الكتب الدراسية
- لغة اوربية قديمة (لاتيني)
- ٦-٣- كتب مقترحة
- اللغة اللاتينية مستوى ثاني أ.د منيرة كروان
- قواعد اللغة اللاتينية أ.د علي عبد التواب
- الحضارة الاغريقية بين الواقع والخيال أ.د احمد عثمان
- ٦-٤- مجلات دورية ،مواقع انترنت ، الخ
- Aegyptus.com

٧) الإمكانيات المطلوبة للتعليم والتعلم

- ٧-١- قاعة تدريس مجهزة
- ٧-٢- جهاز عرض data show
- ٧-٣- سبورة بيضاء وأقلام ماركر .
- ٧-٤- زيادة عدد القواميس اللاتينية

٤) الإمكانيات / المرافق والوسائل التعليمية:

تمام

كافية تماماً
كافية إلى حد ما
غير كافية

أذكر أى قصور:

.....لايوجد.....

.....

(٥) القيود الإدارية:

أذكر أية صعوبات تعرض لها

..... ضعف وسائل التهوية

.....

- تم مناقشة التوصيف واعتماده بمجلس القسم المنعقد بتاريخ / /

منسق المقرر: د مروي محمد عزت الالفي ٠١٠٦٥٠٠٨٨٣٥

رئيس القسم: ا د نبيلة علي مرزوق

تاريخ: / /

Course Description

Translation EN 313

- **University:** Fayoum
- **Faculty:** Arts
- **Department:** English Language and Literature
- **Program(s) in which the course is offered:** English Department Undergraduate Program
- **Accreditation Date:** 2021

1. Basic Information		
Code: EN 313	Course Title: Translation	Level: third year 1 st Semester
Major: Major	Teaching Hours: 4	Lecture:4 hours
Instructor: Dr. Faten Ahmed Ramadan	Email: far01@fayoum.edu.eg	Mobile: 01010943333
2. Overall aims of Course		
2. Overall aims of course:	<p>This course aims at</p> <p>1-Translating various types of texts with special emphasis - Mastering writing in Arabic.</p> <p>2-Translating particular texts in class and out at home.</p> <p>3- Focusing on journalistic translation activities.</p> <p>4-Focusing on some theoretical foundations (stylistic problems, culture and translation, ...)</p> <p>5-Introducing students to major concepts in translation, such as transliteration, naturalization, collocation, adaptation, etc.</p>	
3. Intended learning outcomes of course (ILOs)		
A. Knowledge and understanding	By the end of the course, students will be able to: a.1.discuss effective techniques of translation. a..2. identify major concepts in translation. a.3. list the main types of translation a.3.recognize the influence of culture on translation. a.4. state the significance of context in translation . a.5. identify the basic rules of translation.	
B. Intellectual Skills	b.1 analyze the stylistic problems in a given text. b.2. discuss the different approaches to translation. b.3.compare and contrast literal and communicative	

	<p>translation.</p> <p>b. 4. identify the influence of structure and context in different translations.</p> <p>b.5. distinguish the rules of translating headlines.</p> <p>b. compare the difference between English and Arabic styles.</p>
C. Professional Skills	<p>c.1.translate proficiently texts of different style: descriptive, narrative, scientific, ...</p> <p>c.2. use rules of translation to translate texts creatively and communicatively.</p> <p>c. 3. use grammar and punctuation rules to translate texts creatively and communicatively.</p> <p>c.4. translate different types of texts.</p> <p>c.5. use English-Arabic and Arabic-English dictionaries soundly to find meanings of difficult words.</p> <p>c. 6. translate specialized terms in different fields: politics, literature, media</p>
D. General& Transferable Skills	<p>d.1.apply effective techniques of translation</p> <p>b-2- acquire net surfing skills</p> <p>d.3.epress himself/herself in concise and precise sentences.</p> <p>D.4.Translate simple, compound, and complex sentences within a given text.</p> <p>D.5. participate in a translation project with his colleagues</p> <p>D.6. manage time successfully.</p> <p>D.7. exchange ideas and speech with others effectively.</p>

4. Course Contents

	Topic	Week	Hours
1.	Course Overview Rules of Translation	1 st	4
2.	The importance of Context	2 nd	4
3.	The importance of translating in context	3 rd	4
4.	Tense in Translation & translation in context	4 th	4
5.	Translation of Modals & translation in context	5 th	4
6.	Punctuation and Translation translation in context	6 th	4
7.	Translation of headlines	7 th	4
8.	Collocations	8 th	4
9.	Acronyms Political and Press translation in Practice	9 th	4

10.	Political and Press translation in Practice	10 th	4
11.	Literary translation in practice	11 th	4
12.	Literary translation in practice	12 th	4
13.	Miscellaneous Translation in Practice	13 th	4
14.	Miscellaneous Translation Practice Review	14 th	4
5. Teaching and Learning Methods			
5.1	Pair Work		
5.2	Group Work		
5.3	Peer error correction		
5.4	Self-learning (using electronic dictionaries)		
5.5	Lecture (offline & online)		
5.6	Exercise sessions		
5.7	Power point		
6. Teaching and Learning Method for Disabled Students			
In case of having a disabled person, s/he is to be taught in a way that suits his/her disability. This is to be conducted in co-ordination with the Center of the Disabled. Copies of teacher hand-outs			
7. Students Assessment			
A. Methods of Assessment	7.1 Assignments		
B. Time:	Quiz (1): week 5		
	Mid-term		
	Quiz (2): week 10		
	Final Exam: At the end of the term		
	Assessment I		
C. Mark Distribution	Mid-term exam		%
	Assessment II		%
	Final		%
	Ongoing clinical evaluation or assignment & class participation		100%

	Total	
	Total	100%
8. List of References		
A. Essential References	-Course book. -Course notes provided by the lecturer during the lectures	
B. Recommended Books	Anani, M.M. (2005). <i>The Art of Translation</i> . Cairo University Press. Anani, M.M. (2000). <i>Translation Manual</i> . Cairo University Press.	
C. Electronic Materials and other sources	http://www.tarjim.ajeeb.com http://jostrans.org	
9. Teaching and Learning Requirements		
	9.1. Big clean classrooms. 9.2. Videos of the selected novels. 9.3. enough chairs. 9.4. data show	

Course coordinator: Dr. Faten Ahmed Ramadan

Head of Department: Prof. Nabila Marzouk

Course Description

An Introduction to Comparative Literature EN 314

- **University:** Fayoum
- **Faculty:** Arts
- **Department:** English Language and Literature
- **Program(s) in which the course is offered:** English Language and Literature
- **Accreditation Date:** 2021

1. Basic Information		
Code: EN 314	Course Title: An Introduction to Comparative Literature	Level: Third year/ 1 st semester
Major:	Credit Hours: -	Lecture:4hr/week
Instructor: Dr. Amal Mohamed Zaki	Email: amal@fayoum.edu.eg	Mobile: 01027175592
2. Overall aims of Course		
2. Overall aims of course:	<p>This course aims at</p> <ul style="list-style-type: none">1- Focusing on world and comparative literature in general and on the theoretical complexity of comparative literature in particular.2- Emphasizing the types of comparative approaches to literature, such as comparison, intertextuality, reception, influence, etc.3- Teaching students the basic terminology, theoretical and critical perspectives on comparative literature and comparative analysis of the literary texts, in addition to the diachronic evolution and consolidation of comparative literature as a scientific discipline.4- Gaining not only knowledge of the craft of comparison, but also an appreciation of some literary texts.	
3. Intended learning outcomes of course (ILOs)		
A. Knowledge and understanding	<p>By the end of the course, students will be able to</p> <ul style="list-style-type: none">a.1. define comparative literaturea.2. list a number of theories and approaches to comparative literature, such as the French, German, American and Postcolonial approaches.a.3. Mention the distinctive characteristics of the chosen critics theories.	

	<p>a.4 discuss how culture and communication intertwine and how different ideas of culture and communication imply divergent conceptions of man, society and nature</p> <p>a. 5. discuss the different features of the chosen literary texts</p> <p>a.6. Specify the methods of self-learning and getting information</p>
B. Intellectual Skills	<p>b.1.analyze the critical theories</p> <p>b. 2. distinguish the characteristics of the literary trends and fashions</p> <p>b.3. compare different critical and intellectual methods in comparative literature</p> <p>b. 4. analyze various forms of literary texts</p> <p>b. 5. Summaries the main ideas and technical devices of the literary texts.</p> <p>b.6. explore the relationship between the literary texts and contemporary life</p>
C. Professional Skills	<p>c. 1. read the written texts analytically to provide a critical analysis to them.</p> <p>c.2. write a comparative analysis</p> <p>c.3 assess different literary trends</p> <p>c.4. write an essay on the studied texts.</p> <p>c.5. comment on a number of representative texts</p> <p>c. 6. converse and discuss in sound English</p>
D. General & Transferable Skills	<p>d.1. collect information and analyze it in the light of the studied critical theories</p> <p>d. 2. use modern technology to search for information to do a research</p> <p>d.3 work in a team effectively to make a presentation on the studied topics</p> <p>d.4 communicate skillfully with other cultures with different languages</p> <p>d. 5. improve self-learning skills.</p>

4. Course Contents

	Topic	Week	Hours
1.	Course overview	1 st	4
2.	Introduction to Comparative literature - definitions	2 nd	4
3.	The French School	3 rd	4
4.	The concept of influence - Its types	4 th	4
5.	The German School	5 th	4

6.	The American School	6 th	4
7.	Parallelism and intertextuality	7 th	4
8.	Postcolonial Approaches to Comparative Literature	8 th	4
9.	Comparative Analysis of selected plays	9 th	4
10.	Comparative Analysis of selected plays - continued	10 th	4
11.	Comparative Analysis of selected poems	11 th	4
12.	Continued - Comparative Analysis of selected short stories	12 th	4
13.	Comparative analysis of selected short stories	13 th	4
14.	Revision	14 th	4

5. Teaching and Learning Methods

5.1	Pair Work
5.2	Group Work
5.3	Communicative Approach
5.4	Self-learning (using library and the Internet)
5.5	Lecture
5.6	Power Point Presentations
5.7	Write a research or an essay

6. Teaching and Learning Method for Disabled Students

In case of having a disabled person, s/he is to be taught in a way that suits his/her disability. This is to be conducted in co-ordination with the Center of the Disabled.

Copies of teacher hand-outs printed in braille are available. Power Point Presentations in braille are available too.

7. Students Assessment

A. Methods of Assessment	7.1 Written assignments	
	7.2 Oral quizzes	
	7.3 Written Exam	
B. Time:	Quiz (1)	
	Mid-term	
	Quiz (2)	
	Final Exam at the end of the term	
C. Mark Distribution	Assessment I	%
	Mid-term exam	%
	Assessment II	%
	Final	%100
	Ongoing evaluation or assignment & class participation	
	Total	%100

8. List of References	
A. Essential References	Theory Bassnett, Susan. <i>Comparative Literature: A Critical Introduction</i> . Oxford: Blackwell Publishers, 1993. Enani, M. M. <i>The Comparative Tone</i> . Cairo: General Egyptian Book Org, 1995.
	Practice Elhakim. Tawfik. <i>Pygmalion</i> . Beirut: Dar Al-Ketab Allubnani, 1974. Mansfield, Katherine. <i>The Collected Stories of Katherine Mansfield</i> . London: Penguin Books Ltd., 1981. Shaw, George Bernard. <i>Pygmalion: A Romance</i> , ed. by A.C. Ward. London: Longman Group, 1957.
B. Recommended Books and Articles	Bassnett, Susan. "Influence and Intertextuality: A Reappraisal" <i>The Forum for Modern Language Studies</i> 43(2):134-146 De Zepetnek, Steven Totosy. <i>Comparative Literature: Theory, Method, Application</i> . Amsterdam: Rodopi, 1998. Spivak, Gayatri. <i>Death of a Discipline</i> . New York: Columbia, 2003.
C. Online References	Darwish, Mahmoud: "La shay' yu'jibuni" https://www.aldiwan.net/poem9315.html Frost, Robert: "Draft Horse" https://genius.com/Robert-frost-the-draft-horse-annotated Tahir, Bahaa'. "Ana elmalik Ji't" https://www.ktaab.com/books/5952152 www.ehow.com www.questia.com

Course coordinator: Dr. Amal Mohamed Zaki

Head of department: Prof. Nabila Marzouk



جامعة الفيوم / كلية الآداب
قسم اللغة الإنجليزية

Course Description

Introduction to Western Culture

- **University:** Fayoum
- **Faculty:** Arts
- **Department:** English Language and Literature
- **Program(s) in which the course is offered:** English Language and Literature
- **Accreditation Date:** 2021

1. Basic Information		
Code: EN 302	Course Title: Western Culture	Level: Third Year
Major: English	Teaching Hours: 2	Lecture: 2 hours weekly
Instructor: Dr. Mohamed Helmy Mahmoud	Email: mhm03@fayoum.edu.eg	Mobile: 01001164846
2. Overall aims of Course		
2. Overall aims of course:	This course aims at: 1- Acquainting students with the social and political changes which formulated Western Culture in the nineteenth century 2- Introducing students to nineteenth century prominent literary figures and thinkers	
3. Intended learning outcomes of course (ILOs)		
A. Knowledge and understanding	By the end of this course, the student will be able to a. 1. identify the necessary political, cultural and social aspects of the nineteenth century in England. a. 2- discuss the interaction between the thoughts of those key thinkers and their age and how they affected and were affected by the age. a.3- list the literary trends in the nineteenth century. a.4. explain the main features of literary texts of the age. a. 5. identify the famous Victorian writers and thinkers as well as their works.	
B. Intellectual Skills	b. 1. analyze the factors that affected the thoughts and intellectual production of those thinkers. b. 2. diagram the historical stages which England underwent. b. 3. compare the literary trends in England in that period. b. 4. compare the stages of intellectual development in that era. b.5. examine a literary text in the light of the social and political	



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	changes in the 19 th century
C. Professional Skills	c. 1. connect all the political, social and cultural circumstances with the works of the major scientists and literary critics of that time. c.2. collect information from different sources, rewrite and explain it in sound English. c.3. comment on literary texts belonging to that era. c.4. evaluate a text in the light of the social and political background c.5. write an essay or a report in sound English and discuss what he has written. c. 6. use references effectively
D. General & Transferable Skills	d. 1. develop his skill to discuss constructively and exchange his ideas with others.. d. 2. work in a team. d. 3. manage his time soundly d. 4. use the internet to improve self-learning and do research d. 5. communicate skillfully with other cultures with different languages

4. Course Contents

First Term

	Topic	Number of Weeks	Hours
1.	Course Overview	1 st	2
2.	Historical background of 19 th century	2 nd	2
3	The corn Laws -The Trade Unions- The Poor Laws The Hundred Years War	3 th	2
4.	Intellectual, philosophical, and scientific trends in the Victorian age	4 th	2
5.	Intellectual, philosophical, and scientific trends in the Victorian age (continued)	5 th	2
6.	Aspects of social life in the Victorian age	6 th	2
7.	Aspects of social life in the Victorian age	7 th	2
8.	Marx's Social Critique	8 th	2
9.	Feminism in 19 th Century Culture Olympe de Gouges and Mary Wollstonecraft	9 th	2
10.	Women's Rights in a Man's World George Sand and John Stuart Mill	10 th	2
11	Poetry in the Victorian age and the prominent poets	11 th	2
12	Poetry in the Victorian age and the prominent poets	12 th	2
13	Poetry in the Victorian age and the prominent poets	13 th	2



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14	Recap	14 th	2
Course Contents			
Second Term			
1.	Course Overview The Scientific Origins of Enlightenment	1 st	2
2.	Science and its Literary Critics Auguste Comte	2 nd	2
3.	Charles Darwin and the New Biology	3 th	2
4.	The Novel as Art and Social Criticism The post-Romantic "literary realism" of the novelists Stendhal, Honoré de Balzac, and Gustave Flaubert	4 th	2
5.	The Novel as Art and Social Criticism The post-Romantic "literary realism" of the novelists Stendhal, Honoré de Balzac, and Gustave Flaubert (continued)	5 th	2
6.	the Victorian age and the prominent prose writers such as Carlyle, Ruskin, and Matthew Arnold	6 th	2
7.	the Victorian age and the prominent prose writers such as Carlyle, Ruskin, and Matthew Arnold (continued)	7 th	2
8.	Science and its Literary Critics Auguste Comte	8 th	2
9.	Victorian Historical Fictions Dickens, George Eliot, Emily Bronte	9 th	2
10.	Victorian Historical Fictions Dickens, George Eliot, Emily Bronte (continued)	10 th	2
11.	The Romantic Revival Wordsworth , Coleridge, Blake, Shelley, Byron	11 th	2
12.	The Romantic Revival Wordsworth , Coleridge, Blake, Shelley, Byron <u>Continued</u>	12 th	2
13.	Victorian Historical Fictions Dickens, George Eliot, Emily Bronte	13 th	2
14.	Recap	14 th	2
5. Teaching and Learning Methods			
5.1	Class participation		
5.2	Lectures		
5.3	Discussion		
5.4	Online teaching		
5.5	Self-learning (using library and the Internet)		
5.6	Cooperative learning in Power Point Presentations		
5.7	Group work		

6. Teaching and Learning Method for Disabled Students

In case of having a disabled student, s/he is to be taught in a way that suits his/her disability. This is to be conducted in co-ordination with the Center of the Disabled.

Copies of teacher hand-outs printed in braille are available.

Power Point Presentations in braille are available too.

7. Students Assessment

B. Time:	Peer and Group work: every week	
	Home assignments: every week	
	Final examination:	
	Total	100 %
C. Mark Distribution	Assessment I	0%
	Mid-term exam	0%
	Assessment II	0%
	Final	100 %
	Ongoing clinical evaluation or assignment & class participation	
	Total	100

8. List of References

A. Essential References	Schaeffer, Francis A. (2005). <i>How Should We Then Live?: The Rise and Decline of Western Thought and Culture</i> . Good News Publishers.
B. Recommended Books	<ul style="list-style-type: none"> - Wilson, John Burgess . <u>English Literature , a survey for students</u> - Klamires, Harry . <u>A short history of English literature</u>. Thornely, G. C. & Gwyneth Roberts. <u>An outline of English literature</u>. Essex: Longman Group Ltd, 1984. - Wilson, John Burgess . <u>English Literature , a survey for students</u>
C. Electronic Materials and other sources	www.jisc-collections.ac.uk/oro www.sparknotes.com https://www.britannica.com/ http://en.wikipedia.org/wiki/Western_thought

9. Teaching and Learning Requirements:

	9.1. Big clean classrooms.
	9.2. Videos of the selected novels.



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	9.3. enough chairs. 9.4. data show
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- **Course Coordinator:** Dr. Mohamed Helmy Mahmoud
- **Head of Department:** Prof. Nabila Aly Marzouk

Course Description

Shakespeare and Drama EN 311

- **University:** Fayoum
- **Faculty:** Arts
- **Department:** English Language and Literature

Program(s) in which the course is offered: English Language and Literature (Undergraduate Program).

Accreditation Date: 2021:

1. Basic Information		
Code: EN 311	Course Title: Shakespeare & Drama	Level: Third Year
Major: English	Teaching Hours: 4	Lecture: 4 hrs./ week
Instructor: Dr. Amal Ibrahim	Email: aik00@fayoum.edu.eg	Mobile: 01006023104
2. Overall aims of Course		
2. Overall aims of course:	<u>This course aims at</u> 1. Acquainting students with Elizabethan and Victorian Drama with regard to the historical, social and cultural background. 2. Providing analytic study of representative plays, with special emphasis on their thematic and technical aspects.	
3. Intended learning outcomes of course (ILOs)		
A. Knowledge and understanding	<u>By the end of this course, the student will be able to</u> a. 1 identify Renaissance drama in general and Shakespearean drama in particular. a. 2 list the main characteristics of the well-made play a.3 discuss the features of realism and naturalism in drama a.4 examine key dramatic elements in the plays chosen for the study a.5 identify gender roles in Ibsen’s drama	
B. Intellectual Skills	b.1. examine the language and dramatic forms in which the Elizabethans and Victorians articulated some of the key social, cultural, and political issues of their age. b.2. compare and contrast characters b. 3. explore thematic undertones of the plays selected for the study. b.4. analyze theatrical techniques b.5. examine plot, setting, structure and characterization in the selected	

	plays.
C. Professional Skills	c.1. develop critical reading skills. c.2. write critical responses. c.3. evaluate the artistic features of a certain play c.4. appreciate the theatrical techniques c.5. deduce the major ideas in a dramatic work.
D. General & Transferable Skills	d.1. conduct a research paper. d.2. work in teams effectively d.3. use the internet and the EKB to collect information about the dramatic texts d.4. use role play and make a presentation on a suggested topic.

Course Contents

	Topic	Week	Hours
1.	Course Overview An introduction to Elizabethan drama : -University wits -William Shakespeare as a dramatist -Historical and Social Background of the Elizabethan Era	1 st	4
2.	<i>Othello</i> as a tragedy and Othello as a tragic hero	2 nd	4
3.	Themes in <i>Othello</i>	3 rd	4
4.	-Characterization - Quiz I	4 th	4
5.	Setting and Structure of the play	5 th	4
6.	Dainty Desdemona versus Enduring Emilia	6 th	4
7.	Iago's role in the tragedy	7 th	4
8.	-Analysis of some quotations extracted from <i>Othello</i> -Mid-term paper	8 th	4
9.	-Historical and Social context of the Victorian Era -Henrik Ibsen as a dramatist and the well-made play	9 th	4
10.	-Realism and Naturalism	10 th	4

	-Themes in <i>A Doll's House</i>		
11.	-Gender Roles in <i>A Doll's House</i> - <i>A Doll's House</i> as a feminist play	11 th	4
12.	<i>A Doll's House</i> as a modern Tragedy	12 th	4
13.	Symbolism in <i>A Doll's House</i>	13 th	4
14.	-Analysis of some important quotations extracted from <i>A Doll's House</i> -Quiz II	14 th	4

4. Teaching and Learning Methods

4.1	Pair Work and group work
4.2	Short papers and projects
4.3	Class discussion
4.4	Online teaching
4.5	Lecture
4.6	PowerPoint Presentations

5. Teaching and Learning Method for Disabled Students

In case of having a disabled student, s/he is to be taught in a way that suits his/her disability. This is to be conducted in co-ordination with the Center of the Disabled. Copies of teacher hand-outs printed in braille are available. Power Point Presentations in braille are available too.

6. Students Assessment

B. Time:	Quiz I : week 4	
	Mid-term paper: week 8	
	Quiz II: week 14	
	Final Exam: end-of-term exam	
C. Mark Distribution	Assessment I	0%
	Mid-term exam	0%
	Assessment II	0%
	Final	100%
	Ongoing clinical evaluation or assignment & class participation	

	Total	100%
7. List of References		
Essential References	<ul style="list-style-type: none">- Shakespeare’s <i>Othello</i>- Henrik Ibsen’s <i>A Doll’s House</i>- Other representatives works can be taught.	
Recommended Books	<ul style="list-style-type: none">- “Shakespeare: the World as Stage” by Bill Bryson- “The Age of Shakespeare” by Frank Kermode- “Shakespeare in Perspective” by Roger Sales- “Shakespearean Tragedy” by A.C. Bradely- “Henrik Ibsen: The Critical Heritage” by Michael Egan- “Ibsen: The Dramaturgy of Fear” by Michael Goldman- James McFarlane - The Cambridge Companion to Ibsen (Cambridge Companions to Literature) (1994)- Einar Haugen - Ibsen's Drama_ author to audience (1979)	
• Electronic Materials and other sources	<ul style="list-style-type: none">- www.sparknotes/lit/dollshouse- www.jstor.org/stable/27530705- www.labs.jstor.org/shakespeare/othello- www.Quizlet.com- www.scoology.com- www.quizzez.com	
	9.Teaching and Learning Requirements:	
	<ul style="list-style-type: none">9.1. Big clean classrooms.9.2. Videos of the selected plays.9.3. enough chairs.9.4. data show and a microphone	

- **Course Coordinator:** Dr. Amal Ibrahim Kamel
- **Head of Department:** Prof. Nabila Aly Marzouk