

%	الامتحان الشفوي
%	الامتحان العملي
% ٢٠	أعمال السنة/الفصل الدراسي
% ١٠٠	المجموع
	٦ (قائمة المراجع
	٦ - ١ مذكرات المقرر
	٦ - ٢ الكتب الدراسية
	• سميحة مخلوف ، مدخل الي الادارة المدرسية والصفية ، مطبعة الجامعة ، ٢٠٠٩م
	٦ - ٣ كتب مقترحة
	• يوسف عبد الدّطي ، الادارة التربوية مداخل جديدة لعالم جديد ، ط ٢ ، دار الفكر العربي ، ٠٧ م
	• عرفات عبد العزيز ، الادارة التربوية الحديثة ، مكتبة الانجلو المصرية ، ط ١ ، ١٩٩٨ م .
	٦ - ٤ مجلات دورية ومواقع انترنت
	• مجلة العلوم التربوية ، معهد الدراسات والبحوث التربوية .
	٧ (الإمكانات المطلوبة للتعليم والتعلم
	• أقلام وسبورة
	• Data show
	منسق المقرر : د . سميحة مخلوف
	رئيس القسم : أ.د. مراد صالح
	التاريخ :

نموذج توصيف المقرر

كلية : التربية

جامعة : الفيوم

البرنامج أو البرامج التي يقدم من خلالها المقرر : ليسانس الآداب والتربية تخصص اللغة الإنجليزية - تعليم أساسي

المقرر يمثل عنصراً رئيسياً أو ثانوياً بالنسبة للبرامج : رئيسياً

القسم العلمي المسئول عن البرنامج : الأقسام التربوية بكلية التربية + قسم اللغة الإنجليزية بكلية الآداب

القسم العلمي المسئول عن تدريس المقرر : التربية المقارنة

السنة الدراسية / المستوى : الثانية " الفصل الدراسي الأول "

تاريخ اعتماد توصيف البرنامج : ٢٠/١٠/٢٠٠٨ م

(أ) البيانات الأساسية

العنوان : نظام التعليم في مصر والاتجاهات المعاصرة الكود : Edu 15212

الساعات المعتمدة : ---

الدروس العملية : ---

المحاضرة : ٢

المجموع : ٢ ساعة اسبوعياً

ساعات الإرشاد الأكاديمي : ---

المجموع : ٢٨ ساعة.

(ب) البيانات المهنية

(١) الأهداف العامة للمقرر :

- التعرف على نظام إدارة وتمويل التعليم في مصر
- التعرف على تاريخ التعليم في مصر
- الوقوف على أهم الاتجاهات المعاصرة لنظام التعليم

(٢) النتائج التعليمية المستهدفة للمقرر :

بعد الإنتهاء من دراسة المقرر، يكون الطالب قادراً على أن:

أ - المعرفة والفهم :

- أ-٤- يحدد الأصول الاجتماعية والثقافية للتطور التاريخي للتعليم.
- أ-٤-٢- يتعرف على إدارة التعليم والأساليب الإدارية المختلفة.
- أ-٤-٣- يذكر أهم الاتجاهات المعاصرة في نظام التعليم.

ب - المهارات المهنية:

- ب-٨-١ يبتكر أساليب جديدة للتغلب على مشكلات التعليم في مصر
ب-٨-٢ يحلل أهم مشكلات التعليم من خلال دراسة تحليلية كاملة.
ب-٨-٣ يقارن بين أساليب التعليم في العصور المختلفة.

- المهارات المهنية والعملية:

- ت-٢-١ يدير التعليم بالمدارس ادارة جيدة.
ت-٧-١ يساعد في التغلب على مشكلات التعليم في مصر.
ت-٧-٢ يحاول ايجاد حلول لمشكلات تمويل التعليم.

ث - المهارات العامة والمنقولة:

- ث-٣-١ يستخدم مهارة التغلب على المشكلات.
ث-٣-٢ يدير العمل في المدارس بكفاءة.

(٣) محتويات :

الموضوع	عدد الساعات	محاضرة	ساعات إرشاد دروس أكاديمية/عملية
التطور التاريخي للتعليم		١٧	---
مراحل التعليم في مصر		٨	---
الاتجاهات المعاصرة للتعليم في مصر		٨	---

(٤) أساليب التعليم والتعلم

- ٤ - ١ التعلم الذاتي.
٤ - ٢ محاضرات نظرية.
٤ - ٣ حل المشكلات
٤ - ٤ تحليل المعلومات
٤ - ٥ المناقشة والحوار

(٥) أساليب تقييم الطلبة

- ٥ - ١ امتحان شفوي لتقييم الأول والثاني والثالث والرابع
٥ - ٢ أعمال سنة لتقييم الخامس والسادس والسابع
٥ - ٣ امتحان تحريري لتقييم الثامن والتاسع والعاشر

جدول التقييم

- امتحان شفوي الأسبوع التاسع.
أعمال السنة طوال الفصل الدراسي.
امتحان تحريري نهاية الفصل الدراسي الأول

النسبة المئوية لكل تقييم

%

امتحان نهاية العام /الفصل الدراسي الثاني

٢٠%.

١٠٠%

الفصل الدراسي

المجموع

٦ (قائمة المراجع

٦ - ١ مذكرات المقرر

• فاطمة محمد السيد: نظام التعليم في مصر والاتجاهات المعاصرة، ٢٠٠٨م

٦ - ٢ الكتب الدراسية

• احمد إسماعيل حجي: التعليم في مصر - مكتبة النهضة المصرية ١٩٩٦م

٦ - ٣ كتب مقترحة

• رضا احمد إبراهيم: التعليم الأساسي وتطبيقاته في دول العالم المعاصر ١٩٩٠م

• فايز مراد مينا: التعليم العالي في مصر - مكتبة الأنجلو المصرية ٢٠٠١م

٦ - ٤ مجلات دورية ومواقع انترنت

• مجلة كلية التربية

٧ (الإمكانيات المطلوبة للتعليم والتعلم

• معامل الحاسب الآلي

• قاعات محاضرات مناسبة.

• ميكروفون.

• سيورات وأقلام.

• جهاز عرض.

منسق المقرر : أ.د/ فاطمة محمد السيد

رئيس القسم : أ.د/ فاطمة محمد السيد

التاريخ : / /

نموذج توصيف المقرر

كلية : التربية

جامعة : الفيوم

Programme(s) on which the course is given : ليسانس الآداب والتربية تخصص اللغة الإنجليزية - تعليم أساسي

Major or minor element of programmes: **Major.**

Department offering the programme : الأقسام التربوية بكلية التربية + قسم اللغة الإنجليزية بكلية الآداب

Department offering the course: **English Language Department.**

Academic year / Level: **Second Year – First term.**

Date of specification approval : ٢٠٠٨/١٠/٢٠

A- Basic Information :

Title: **English Phonology 2.**

Code: **15211 Eng.**

Credit Hours: ----

Lecture: **One hour.**

Tutorial: ----

Practical: **One hour.**

Total: **2 hours weekly**

Total: **28 hours.**

B- Professional Information:

1- Overall Aims of Course:

- introducing student teachers to consonant clusters & syllable structure of the English phonology.
- familiarizing Ss with the different aspects of connected speech.
- acquainting Ss with the phonological analysis of different languages.
- enhancing Ss' understanding of the rules of positioning of English consonants and their impact on pronunciation.

2- Intended Learning Outcomes of Course (ILOs):

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

A- Knowledge and understanding:

A- 1- 1 discuss the concept of consonant clusters& syllable structure of the English phonology.

A- 1- 2 define the different aspects of rapid speech.

A- 1- 3 state the phonological analysis of English &other languages.

A- 1- 4 locate rules of positioning and the sounds related to each of them.

B- Intellectual Skills:

B- 1- 1 contrast the manner of producing consonants and vowels.

B- 1- 2 employ constant clusters.

B- 1- 3 inspect the aspects of a certain item of speech.

B- 1- 4 differentiate between the positioning of a sound and its voice.

C- professional and Practical Skills:

c- 3- 1 pronounce vowels correctly.

C- 3- 2 use the correct intonation and tone when reading a text.

C- 3- 3 analyze words correctly on the phonological respect.

C- 3- 4 evaluate the spoken sound production of a colleague.

D- General and Transferable Skills:

D- 1- 1 Read aloud for showing intonation patterns.

D- 1- 2 pronounce of words correctly within a sequence.

D- 4- 1 work in pairs and groups to carry out tasks.

D- 6- 1 Use computers and simulation programs to model correct pronunciation.

D- 5- 1 Use a dictionary to check the pronunciation of a word.

D- 2- 1 analyze spoken language to correct errors.

3- Contents:

Topic	No. of Hours	Lecture	Tutorial / Practical
syllable structure	10 hours	5	5
Assimilation Linking consonants Dissimilation Aspects of connected speech	10 hours	5	5
Phonological analysis	8 hours	4	4

4- Teaching and Learning Methods:

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- 4.1- Individual listening in the lab.
- 4.2- connected speech recognition.
- 4.3- connected speech production.
- 4.4- in class exercises.
- 4.5- Listening to supplementary material.
- 4.6- Theoretical lectures.

5- Student Assessment Methods:

- 5.1- Quizzes to assess students understanding.
- 5.2- Oral production to assess Ss. Understanding & ability to produce what has been taught.
- 5.3- Semester Work to assess advance.
- 5.4- Final exam to assess students' achievement according to ILOs.

Assessment Schedule:

Assessment 1: Quizzes: Weekly.

Assessment 2: Oral production: every Week.

Assessment 3: Semester work: Week 9.

Assessment 4: Final exam: 15th or 16th Week.

Weighting of Assessments:

Mid-Term Examination:	-80%
Final-Term Examination:	
Oral Examination:	15%
Practical Examination:	-
Semester Work:	5%
Total:	100%

6- List of References:

- 6.1- Course Notes.
 - Notes and handouts provided by the lecturer.
- 6.2- Essential Books (Text Books):
 - **Justice, P. (1996) Phonetics ,Book 1 :Relative Linguistics.**
- 6.3- Recommended Books:
 - **O'Coner (1980), Better English Pronunciation. Oxford University Press.**
- 6.4- Periodicals, Web Sites, etc.:
 - WWW.linguistlist.Com.

7- Facilities Required for Teaching and Learning:

- Appropriate teaching accommodations, language lab, recorded material: tapes& CDs, big class rooms

Course Coordinator: Dr. Mohamad Hassan.

Date:

Head of Department: Dr Ahmed Abdel Salam

Date:

نموذج توصيف المقرر

كلية : التربية

جامعة : الفيوم

Programme(s) on which the course is given : ليسانس الآداب والتربية تخصص اللغة الإنجليزية - تعليم أساسي

Major or minor element of programmes: **Major.**

Department offering the programme : الأقسام التربوية بكلية التربية + قسم اللغة الإنجليزية بكلية الآداب

Department offering the course: **English Language Department.**

Academic year / Level: **Second Year – First Term.**

Date of specification approval : ٢٠٠٨/١٠/٢٠

A- Basic Information:

Title: **Listening 2.**

Code: **15212 Eng.**

Credit Hours: ----

Lecture: **One hour.**

Tutorial: ---

Practical: **One hour.**

Total: **2 hours weekly.**

B- Professional Information:

1- Overall Aims of Course:

- developing students advanced listening skills, such as listening for recognition, and listening for production.
- giving Ss an extensive practice in uttering certain utterances and repeating them.
- enhancing students' ability to listen to authentic conversations

2- Intended Learning Outcomes of Course (ILOs):

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

A- Knowledge and understanding:

- A- 1- 1 specify the main four kinds of listening activities.

A- 1- 2 Discuss the two models of information processing (bottom-up and top-down)

A- 1- 3 identify different text types, such as directions, conferences, dialogues,.....etc.

A- 1- 4 recall answers of questions based on a listening passage.

B- Intellectual Skills:

B- 1- 1 specify meaning of a certain listening passage depending on the differences in intonation and its patterns.

B- 1- 2 differentiate between authentic and non-authentic dialogues.

B- 1- 3 infer meaning or specify type of speech according to the production style.

B- 1- 4 contrast intensive and extensive listening activities.

C- Professional and Practical Skills:

c- 3- 1 identify certain words in a spoken sentence.

C- 3- 2 listen to authentic conversations and restate their meaning at an adequate level.

C- 3- 3 answer questions related to a listening text.

C- 3- 4 design alternative listening activities suitable for variant age groups.

C- 2- 1 apply what he learnt in classrooms so as to solve pupils' listening problems.

D- General and Transferable Skills:

D- 1- 1 communicate with others using English.

D- 1- 2 comprehend spoken language and react to it.

D- 1- 3 Use variant intonation styles and methods of oral production.

D- 2- 1 analyze speech and discover meaning indicators.

D- 6- 1 Use Pcs to locate authentic listening material or communicate with native speakers.

D- 5- 1 Use cassettes and language labs in recording and listening to materials.

3- Contents :

Topic	No. of Hours	Lecture	Tutorial / Practical
Stress	4 hours	2	2
intonation	4 hours	2	2
Weak forms	4 hours	2	2
strong forms	4 hours	2	2
Tonic syllables	4 hours	2	2
Pitch	4 hours	2	2
General topics	4 hours	2	2

4- Teaching and Learning Methods:

- 4.1- Listening for recognition.
- 4.2- Listening for production.
- 4.3- Uttering and repeating.
- 4.4- Listening to authentic speech from radios and TV.
- 4.5- Lectures.
- 4.6- Lab sessions.

5- Student Assessment Methods:

- 5.1- Quizzes to assess Student achievement.
- 5.2- Weekly exercises to assess sts' abilities.
- 5.3- Semester Work to assess students recognition & understanding.
- 5.4- Oral Test to assess students level of achievement.
- 5.5- Final exam to assess students achievement regarding spoken conversation according to ILOs.

Assessment Schedule:

Assessment 1: Quizzes Weekly.

Assessment 2: Exercises Weekly.

Assessment 3: Semester work Week 9.

Assessment 4: Oral test: week 14

Assessment 5: final exam 15th or 16th Week.

Weighting of Assessments:

Mid-Term Examination: **80%**

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Final-Term Examination:	-
Oral Examination:	13%
Practical Examination:	-
Semester Work:	7%
Total:	100%

6- List of References:

6.1- Course Notes.

- Notes and handouts provided by the lecturer.

6.2- Essential Books (Text Books):

- **Texts.**
- **Tree or Three.**
- **Say It with Rhythm.**
- **Headway Pronunciation: Pre-Intermediate Student's, Practice Book.**

6.3- Recommended Books:

- **Listening (1), (2), (3).**

6.4- Periodicals, Web Sites, etc.:

esl.about.com/.../englishlistening/English_Listening_Skills_and

7- Facilities Required for Teaching and Learning:

- Appropriate teaching accommodation, language lab, CDs, admitting students with higher command of English, Cassettes with native authentic conversations.

Course Coordinator: Dr. Wael El-Sawy.

Date:

Head of Department: Dr. Ahmed Abdel Salam

Date:

نموذج توصيف المقرر

كلية : التربية

جامعة : الفيوم

Programme(s) on which the course is given : ليسانس الآداب والتربية تخصص اللغة الإنجليزية - تعليم أساسي

Major or minor element of programmes: **Major.**

Department offering the programme : الأقسام التربوية بكلية التربية + قسم اللغة الإنجليزية بكلية الآداب

Department offering the course: **English Language Department.**

Academic year / Level: **Second Year – First Term.**

Date of specification approval : ٢٠٠٨/١٠/٢٠

A- Basic Information:

Title: **Writing 2.**

Code: **15213 Eng.**

Credit Hours: ----

Lecture: **two hours.**

Tutorial: ----

Practical: **Two hour.**

Total: **4 hours weekly.**

Total: **56 hours.**

B- Professional Information:

1- Overall Aims of Course:

- developing students' ability to write essay through extensive practice.
- allowing Ss to get enough practice in writing in different forms, for example stories, simple poems, and journals.
- helping students develop self , peer and group editing skills.
- helping students improve their writing skills through the use of students own writing and repeated revisions.
- acquainting Ss with characteristics of effective writing.

2- Intended Learning Outcomes of Course (ILOs):

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

A- Knowledge and understanding:

- A- 1- 1 specify the main qualities of an effective piece of writing.
- A- 1- 2 identify the most prominent editing processes.
- A- 1- 3 list the main characteristics of variant forms of writing.
- A- 1- 4 discuss different methods of writing development.
- A- 1- 5 identify the common errors in grammar, spelling,...etc.

B- Intellectual Skills:

- B- 2- 1 improve their writing skills through extensive revisions of their own writing.
- B- 2- 2 revise a written production and enhance it.
- B- 1- 1 differentiate between styles of writing.
- B- 1- 2 Contrast writing verse to prose to recognize their epecific features.
- B- 2- 3 Compose a draft of a story using a suggested outline.
- B- 2- 4 Outline a poem's ideas, format and style.

C- professional and Practical Skills:

- C- 5- 1 display improved writing skills due to extensive practice.
- C- 3- 1 show an ability to write in different genres.
- C- 2- 1 edit a written text, putting forward means for improvement.
- C- 6- 1 write an essay about the reservation of the enviroment.
- C- 5- 2 set a plan for weiting ability development.
- C- 4- 1 select suitable writing exercises for a certain age group.

D- General and Transferable Skills:

- D- 4- 1 incorporate skills of self, peer, and group editing in their repertoire.
- D- 4- 2 function in group and pair work.
- D- 4- 3 Cooperate with others to enhance writing products.
- D- 6- 1 Use computers for typing, editing and printing.
- D- 1- 1 Write sound reports about their and others efforts.

3- Contents:

Topic	Number of Hours	Lecture/ week	Tutorial/ Practical
Introduction to the course	2	1	1
Patterns of essay organization	2	1	1
Essay outlining	2	1	1
Descriptive essay	2	1	1
Narrative Essay	2	1	1
Comparison/contrast essay	2	1	1
Cause/effect essay	2	1	1
Sentence structure	2	1	1
Parallel structure	2	1	1
The trouble with grammar	2	1	1
Guessing words from context- a selected passage	2	1	1
Summary skills – a selected passage	2	1	1
Summary Skills and guessing words from context – a selected comprehension passage	2	1	1
Reading for Specific information- a newspaper article	2	1	1

4- Teaching and Learning Methods:

- 4.1- In class workshops.
- 4.2- Home assignments.
- 4.3.- lectures.
- 4.4- Working in groups.
- 4.5- Classrooms discussion.
- 4.6- Group editing.
- 4.7- Brain storming.

5- Student Assessment Methods:

- 5.1- Peer and Group assessment to assess different writing skills.
- 5.2- Self assessment to assess achievement.
- 5.3- Semester work to assess students' achievement.
- 5.4- Home assignment to assess sharing and participation.
- 5.5- Final exam to assess students achievement regarding ILO,s.

Assessment Schedule:

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Assessment 1: Peer and Group assessment: every Week.

Assessment 2: Self- assessment: Weekly.

Assessment 3: Semester work: Week 9.

Assessment 4: Home assignment: every week.

Assessment 5: Final exam: Week 15 or 16.

Weighting of Assessments:

Mid-Term Examination: **80%**

Final-Term Examination:

Oral Examination: -

Practical Examination: -

Semester Work: **20%**

Total: **100%**

6- List of References:

6.1- Course Notes.

- Notes given by the lecturer.

6.2- Essential Books (Text Books):

- **Sampson, G. (1985) writing system, Stanford University Press.**

6.3- Recommended Books:

- **Shelton, J.H. (1994) Handbook for Technical Writing.**
- **Elbow, P. (1998) writing with power: Techniques for mastering the writing process. Oxford University Press.**

6.4- Periodicals, Web Sites, etc.

- **www.languageguide.org/im/punctuation/eng7-**

Facilities Required for Teaching and Learning:

- **Big, clean, ventilated class rooms, White boards, microphones**

Course Coordinator : Dr. Mohamad Helmy.

Date:

Head of Department: : Dr Ahmed Abdel Salam.

Date:

نموذج توصيف المقرر

كلية : التربية

جامعة : الفيوم

Programme(s) on which the course is given : ليسانس الآداب والتربية تخصص اللغة الإنجليزية - تعليم أساسي

Major or Minor element of programmes : **Major**

Department offering the programme : الأقسام التربوية بكلية التربية + قسم اللغة الإنجليزية بكلية الآداب

Department offering the course : English Language Department

Academic year / Level : **second Year – First Term.**

Date of specification approval : ٢٠٠٨/١٠/٢٠

H- Basic Information:

Title: History of English language.

Code: Eng. 15214.

Credit Hours: ----

Lecture: 3 hours.

Tutorial:----

Practical: -----

Total: 3 hours weekly.

Total: 42 hours.

B-Professional Information:

1 – Overall Aims of Course:

- enhancing Ss ability to read literary works that represent different movements and periods.
- developing students' awareness of different periods of history and their effect on the formation of language.
- Analyzing the use of variant forms of the English language exemplified in a group of literary works.
- familiarizing Ss with different means of expression and the major movements in language development.

2 – Intended Learning Outcomes of Course (ILO's):

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

A-Knowledge and Understanding:

A- 5- 1 define methods of comparative reconstruction, specify its value in the history of languages.

A- 5- 2 specify the major eras of western civilization (dark ages – medieval – renaissance,...etc.)

A- 5- 3 discuss why language are similar and why they differ from each other.

A- 5- 4 describe how language families arise i.e. dialects that become different languages.

A- 5- 5 recognize the place of English in the Indo-European family of languages

A- 5- 6 discuss the genitic relationship between English and other languages.

B -Intellectual Skills:

B- 3- 1 Contrast the "tree/ divergence" and "wave/ convergence" models of language change.

B- 3- 2 sketch how kinds of contact between result in language contact.

B- 3- 3 review variant notions such as super stratum, substratum and adstratum relationships.

B- 3- 4 illustrate the exact nature of the relationship of English to Latin.

B- 3- 5 examine the changes occuring when the first golden age was brought to an end by the viking.

B- 3- 6 inspect the role of religion in the development of literacy and literature in old English.

C -Professional and Practical Skills:

C- 3- 1 evaluate the role of the danelaw, its significance and role in English language change.

C- 3- 2 apply the characteristics of language change during the first golden age to the forms of literature existing at the time.

C- 3- 3 reflect on the relationship between the contacts outcomes and the relations among different peoples.

C- 3- 4 devise examples of loanwords from the Latin and Norse.

C- 3- 5 Carry out an analysis of the political ties between England and France and how it changed throughout the middle English period.

C- 3- 6 give examples of new spellings introduced by French scribes compared to the old methods of spelling.

D - General and Transferable Skills

D- 2- 1 analyzing the language system at variant periods.

D- 1- 1 compare new and old forms of the language.

D- 2- 2 evaluate the current language.

D- 4- 1 work in groups to share ideas.

D- 6- 1 use the computers in collecting information about language development.

3. Contents

Topics actually taught	No. of hours	Lecture	Practical
Indo-European language.	9 hours	9	---
Germanic and the first sound shift.	9 hours	9	---
Old English.	6 hours	6	---

Middle English.	9 hours	9	---
Differences between American and British English.	9 hours	9	---

4 - Teaching and Learning Methods:

4.1- Presentations.

4.2- Summary.

4.3- Reading in-and out-of-class.

4.4- Brain storming.

4.5- Lectures.

4.6- Discussions.

5- Student Assessment Methods:

5.1 Term paper: to assess Ss. advance in ability and understanding.

5.2 Quiz: to assess Knowledge and Understanding

5.3 Semester Work: to assess students achievement.

5.4 Final test: to assess students achievement regarding ILO,s.

Assessment Schedule :

Assessment 1: Term paper: week 6.

Assessment 2 :Quiz: every week.

Assessment 3 :Semester work: Week 9.

Assessment 4 :Final test: Week 14.

Weighting of Assessments:

Mid-Term Examination.	80%
Final-term Examination.	-
Oral Examination.	-
Practical Examination	-
Semester Work.	20%
Total .	100%

6- List of References:

6.1- Course Notes

- **Introduction to Language** :(Notes provided by instructor).....

6.2- Essential Books (Text Books):

- Fisiak, J.; Hickey, R. and Pippel, S. (1997). Language history and linguistic modelling: a Festschrift for Jacek Fisiak on his 60th birthday. Vol.1

6.3- Recommended Books:

- Purdom, C.B.,A. (1996) Guide to the history of language.
- Sihter, A.L. (2000) Language history: an introduction. Library of Congress.
- Braunmuller, K. and Ferraresi, G. (2003). Aspects of multilingualism in European Language history. Labrary of Congress.

6.4- Periodicals, Web Sites, ... etc

- <http://www.britannia.com/history/docs/tacitus.html>.
- <http://trussel.com/kir/tip.htm>.
- <http://www.saintjohnsbilbe.org/>

7- Facilities Required for Teaching and Learning

- Appropriate teaching accommodations, Videos of the plays taught, big class rooms, enough chairs, white boards PC and datashow.

Course Coordinator: Dr. Mohamad Hassan.

Date:

Head of Department: : Dr Ahmed Abdel Salam

Date:

نموذج توصيف المقرر

كلية : التربية

جامعة : الفيوم

Programme(s) on which the course is given : ليسانس الآداب والتربية تخصص اللغة الإنجليزية - تعليم أساسي

Major or minor element of programmes: **Major.**

Department offering the programme : الأقسام التربوية بكلية التربية + قسم اللغة الإنجليزية بكلية الآداب

Department offering the course: **English Language Department.**

Academic year / Level: **Second Year – First Term.**

Date of specification approval : ٢٠٠٨/١٠/٢٠

A- Basic Information:

Title: **Drama.**

Code: **15215 Eng.**

Credit Hours: ----

Lecture: **2 hours.**

Tutorial: ----

Practical: -----

Total: **2 hours weekly**

Total: **28 hours.**

B- Professional Information:

1- Overall Aims of Course:

- acquainting Ss with the cultural background, genres and styles of Elizabethan ,Jacobean and Restoration Drama.
- providing analytic study of representative plays, with special emphasis on the thematic and technical aspects of the selected texts.

2- Intended Learning Outcomes of Course (ILOs):

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

A- Knowledge and understanding:

- A- 5- 1 mention events representing the main qualities of the era.
- A- 5- 2 discuss aspects of styles in drama.

A- 5- 3 list the main characteristics of the Elizabethan and Jacobean drama.

A- 5- 4 report the names of the most prominent playwrights at the target historical periods.

A- 5- 5 discuss the major events affecting drama at the Elizabethan age.

B- Intellectual Skills:

B- 3- 1 compare major Elizabethan and Jacobean playwrights

B- 3- 2 analyze representative plays considering their themes ,conflicts and characterization.

B- 3- 3 illustrate how plays were affected by social and cultural factors.

B- 3- 4 differentiate between the Elizabethan and Jacobean era playwrights and those belonging to other eras.

B- 3- 5 specify the genre a certain literary work belongs to according to cultural events projected in the play.

C- professional and Practical Skills:

C- 5- 1 analyze a character in a literary work.

C- 5- 2 write an account about the main features of a play.

C- 5- 3 evaluate a play considering the role it plays in reflecting its age.

D- General and Transferable Skills:

D- 2- 1 analyze a literary work.

D- 1- 1 appreciate the efforts of playwrights.

D- 2- 2 think critically about a literary work.

D- 6- 1 use computers and the internet in gathering information about the works studied.

D- 1- 2 Discuss a certain feature or literary work.

D- 4- 1 work with a group of colleagues to complete a task.

3- Contents:

Topic	No. of Hours	Lecture	Tutorial/ Practical
What is Drama? Dramatic Terminology; Tragedy vs. Comedy	8	8	

Differences bet. Literary genres & Sub-genres	4	4	
The first play- <i>introduction</i>	4	4	
The first play – <i>act one</i>	4	4	
The first play – <i>act 2 and characterization</i>	4	4	
<i>The first play – act 3 and themes</i>	4	4	

4- Teaching and Learning Methods:

- 4.1- Presentation.
- 4.2- Summary.
- 4.3- Reading (in and outside the class).
- 4.4- Role play.
- 4.5- Lectures.
- 4.6- Discussion.

5- Student Assessment Methods:

- 5.1- Term paper to assess students' advance in the course objectives.
- 5.2- Quiz to assess knowledge and understanding.
- 5.3- Semester Work to assess achievement.
- 5.4- Final test to assess students achievement according to ILOs.

Assessment Schedule:

Assessment 1: Term paper: Week 6.

Assessment 2: Quiz: Weekly.

Assessment 3: Semester work: Week 9.

Assessment 4: Final test: Week 15 or 16.

Weighting of Assessments:

Mid-Term Examination:	80%
Final-Term Examination:	-
Oral Examination:	-
Practical Examination:	-

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Semester Work:	20%
Total:	100%

6- List of References:

6.1- Course Notes.

- Notes provided by the lecturer.

6.2- Essential Books (Text Books):

- **Shakespeare, As You Like It.**
- **Oliver Goldsmith, She Stoops to Conquer.**

6.3- Recommended Books:

- Reinert, O. (1964). Drama: an introductory anthology.

6.4- Periodicals, Web Sites, etc:

- **Internet sources of Drama.**

7- Facilities Required for Teaching and Learning:

- Bigger classrooms, white boards, microphones, admitting students with better command of English.

Course Coordinator: Dr. Ashraf Eashy.

Date:

Head of Department: : Dr Ahmed Abdel Salam

Date:

نموذج توصيف المقرر

كلية : التربية

جامعة : الفيوم

Programme(s) on which the course is given : ليسانس الآداب والتربية تخصص اللغة الإنجليزية - تعليم أساسي

Major or minor element of programmes: **Major.**

Department offering the programme : الأقسام التربوية بكلية التربية + قسم اللغة الإنجليزية : بكلية الآداب

Department offering the course: **English Language Department.**

Academic year / Level: **Second Year – First Term.**

Date of specification approval : ٢٠٠٨/١٠/٢٠

A- Basic Information:

Title: **Novel 1.**

Code: **15216 Eng.**

Credit Hours: ----

Lecture: **2 hours.**

Tutorial: ----

Practical: ----

Total: **2 hours weekly.**

Total: **28 hours.**

B- Professional Information:

1- Overall Aims of Course:

- familiarizing Ss with the development and the tradition of the English novel through examining two or three works of major novelists.
- helping Ss understand, analyze and appreciate selected English novels.

2- Intended Learning Outcomes of Course (ILOs):

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

A- Knowledge and understanding:

A- 5- 1 discuss the stages of development and the literary status of the English novel.

A- 5- 2 report a few notes about the novelist studied and his contributions to the art.

A- 5- 3 identify the main features of a novel.

B- Intellectual Skills:

B- 3- 1 compare variant forms of novel.

B- 3- 2 examine the main features of a novel, at hand.

B- 3- 3 inspect the literary qualities of a studied novel.

B- 3- 4 analyse selected novels through participation in different class activities, such as role play and discussions.

C- Professional and Practical Skills:

C- 3- 1 carry out a comparative study where two novels belonging to different ages are analyzed and compared.

C- 3- 2 Analyse a novel in detail showing its main features.

C- 3- 3 Compare pieces of work to specify general features.

D- General and Transferable Skills:

D- 2- 1 analyze a work of art.

D- 4- 1 share in pair and group work.

D- 4- 2 participate in different class activities, such as role play and discussions.

D- 2- 2 appreciate literary works and novelists.

D- 1- 1 communicate ideas to others about a certain novel.

D- 6- 1 collect information about novels and novelists using the internet.

3- Contents:

Topic	No. of Hours	Lecture	Tutorial/ Practical
Course overview	2	2	
Introduction to the Victorian novel (definition , characteristics, features and phases)	2	2	
The first novel : the novelist' life and work	2	2	
Setting	2	2	

Reading the first novel	2	2	
Reading the first novel	2	2	
Extracts from the novel and discussing the Victorian features in the novel	2	2	
Extracts from the novel and discussing the themes in the novel	2	2	
Extracts from the novel and discussing the symbols in the novel	2	2	
The genre of the novel and the art of characterization in the first novel	2	2	
The character of the hero in the first novel	2	2	
The plot structure of the second novel	2	2	
discussing the themes in the second novel	2	2	
Discussing narrative technique in the second novel	2	2	

4- Teaching and Learning Methods:

- 4.1- Lectures.
- 4.2- Discussions.
- 4.3- Reading in and out of class.
- 4.5- Brain storming.
- 4.6- Group work.

5- Student Assessment Methods:

- 5.1- Term paper to assess Ss' advance.
- 5.2- Quiz to assess understanding.
- 5.3- Semester work to assess different skills and development.
- 5.4- Final test to assess students achievement according to ILOs.

Assessment Schedule:

Assessment 1: Term paper: Week.6.

Assessment 2: Quiz: Weekly.

Assessment 3: Semester work: Week 9.

Assessment 4: Final test: Week 15 or 16.

Weighting of Assessments:

Mid-Term Examination:	80%
Final-Term Examination:	-
Oral Examination:	-
Practical Examination:	-

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Semester Work: 20%
Total: 100%

6- List of References:

6.1- Course Notes.

- Notes provided by the lecturer.

6.2- Essential Books (Text Books):

- **Henry Fielding, Joseph Andrews.**
- **Laurence Sterne, A Sentimental Journey.**

6-3: Recommended Books:

- Conner, S. (1996) The English novel in history. 1950. 1995. Routledge.
- Richetti, J.J. (1994). The columbia history of the British novel.

6-4: Periodicals, Web Sites, etc.:

- www.questia.com/library/literature/fiction/early-english-novel.jsp.

7- Facilities Required for Teaching and Learning:

- Big, clean, ventilated class rooms, white boards, enough chairs.
- PC, Data shw, CD's of the studied works.

Course Coordinator: Dr. Nabila Marzouk.

Date:

Head of Department: : Dr Ahmed Abdel Salam

Date:

نموذج توصيف المقرر

كلية : التربية

جامعة : الفيوم

البرنامج أو البرامج التي يقدم من خلالها مقر : ليسانس الآداب والتربية تخصص اللغة الإنجليزية -
تعليم أساسي

المقر يمثل عنصرا رئيسيا أو ثانويا بالنسبة للبرامج : رئيسياً
القسم العلمي المسئول عن البرنامج : الأقسام التربوية بكلية تربية + قسم اللغة الإنجليزية بكلية الآداب
القسم العلمي المسئول عن تدريس المقرر : كلية رياض الأطفال
السنة الدراسية / المستوى : الثانية " الفصل الدراسي الأول "
تاريخ اعتماد توصيف البرنامج : ٢٠٠٨/١٠/٢٠ م

(أ) البيانات الأساسية

الكود: Chi ١٥٢١١

العنوان : المهارات الموسيقية

الساعات : ---

الدروس العملية : ٣

المحاضرة : ١

المجموع : ٤ ساعات اسبوعيا

ساعات الإرشاد الأكاديمي : ---

المجموع: ٥٦ ساعة.

(ب) البيانات المهنية

(١) الأهداف العامة للمقرر :

- دراسة أساسيات الموسيقى العالمية.
- تاريخ وتذوق الموسيقى العالمية.
- اعلام الموسيقى العالمية.
- مراحل تطور الموسيقى في العصور المختلفة.
- الالات الموسيقية - التعرف عليها وتميز اصواتها.
- سة الموسيقى المصرية فرعونية القديمة.

٢) النتائج التعليمية المستهدفة للمقرر :

بعد الانتهاء من دراسة المقرر، يكون الطالب قادراً على ان:

أ - المعرفة والفهم :

- أ - ٣ - ١ يوضح أساسيات الموسيقى العالمية.
 - أ - ٣ - ٢ يذكر مراحل تطور الموسيقى في العصور المختلفة.
 - أ - ٣ - ٢ يشرح نشأة الآلات الموسيقية وتطور صناعتها.
 - أ - ٣ - ٤ يناقش القوالب الموسيقية.
 - أ - ٣ - ٥ يعرض سمات وخصائص الموسيقى المصرية الفرعونية القديمة.
 - أ - ٣ - ٦ يشرح كيفية تطور الموسيقى والخصائص الفنية لكل عصر.
- ب - المهارات الذهنية

- ب - ٣ - ١ بنقد القوالب الموسيقية.
 - ب - ٣ - ٢ يناقش المفاهيم المرتبطة بتشديد القاعات الموسيقية.
- ج - المهارات المهنية والعملية

- ت - ١ - ١ يقرأ المدونات الموسيقية.
 - ت - ١ - ٢ يميز بين الأصوات الموسيقية.
 - ت - ١ - ٣ يحلل القوالب الموسيقية المختلفة.
- ث - المهارات العامة والمنقولة
- ث - ١ - ١ يقدر على التواصل مع التواصل.
 - ث - ١ - ٦ يستخدم مصادر التعلم المختلفة.

٣) المحتويات :

الموضوع	عدد الساعات	محاضرة	ساعات إرشاد دروس أكاديمية/عملية
اساسيات الموسيقى العالمية	٤	١	٣
نشأة الموسيقى والآلات الموسيقية	٨	٢	٦
تطور الموسيقى عبر العصور المختلفة	٤	١	٣
السير الذاتية لكبار الموسيقيين العالميين	٤	١	٣
الموسيقى المصرية الفرعونية القديمة	٨	٢	٦
القوالب الموسيقية وانواعها	٨	٢	٦
المتطلبات الفنية لتشييد القاعات الموسيقية	٨	٢	٦

علاقة موسيقى بالوان الفن التشكيلي	٤	١	٣
قراءة وتدوين الموسيقى	٨	٢	٦

٤) أساليب التعليم والتعلم

٤ - ١ محاضرات.

٤ - ٢ مناقشات وحوار.

٤ - ٣ تطبيقات و أعمال تحريرية

٥) أساليب تقييم الطلبة

٥ - ١ مناقشات

٥ - ٢ اعمال تحريرية

٥ - ٣ واجبات زلية

٥ - ٤ امتحان تحريري

لتقييم مستوى الفهم

لتقييم مستوى التحصيل

لتقييم مستوى التعلم الذاتي.

لتقييم للوقوف على مستوى تفهم وتحصيل

جدول التقييم

الاسبوع الخامس وحتى نهاية الفصل الدراسي.

الاسبوع الثاني وطوال الفصل الدراسي.

بداية المحاضرات وطوال الفصل الدراسي.

الأسبوع الاخير.

التق.م ١ اعمال تحريرية

التق.م ٢ واجبات منزلية

التق.م ٣ مناقشات

التق.م ٤ امتحان تحريري

النسبة المئوية لكل تقييم

٦٠%

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-

٢٠%

٢٠%

١٠٠%

امتحان نصف العام /الفصل الدراسي الأول.

امتحان نهاية العام /الفصل الدراسي الثاني.

الامتحان الشفوي.

الامتحان الالي.

أعمال السنة/الفصل الدراسي.

المجموع.

٦) قائمة المراجع

٦ - ١ مذكرات المقرر

كرة من اعداد اعضاء هيئة التدريس بالقسم.

٦ - ٢ الكتب الدراسية

لا توجد

٦ - ٣ كتب مقترحة

• تراث الموسيقى العالمية.

• الموسيقى والحضارة.

٦ - ٤ مجلات دورية ومواقع انترنت

٧ (الإمكانيات المطلوبة للتعليم والتعلم

• قاعة محاضرات جيدة التهوية.

• بيانو - اورج - آلات موسيقية متنوعة - سبورة - اجهزة تسجيل واستماع.

منسق المق

رئيس القسم

التاريخ

نموذج توصيف المقرر

كلية : التربية

جامعة : الفيوم

Programme(s) on which the course is given : ليسانس الآداب والتربية تخصص اللغة الإنجليزية - تعليم أساسي

Major or Minor element of programmes : **Major**

Department offering the programme : الأقسام التربوية بكلية التربية + قسم اللغة الإنجليزية بكلية الآداب

Department offering the course : English Language Department

Academic year / Level : **second Year – First Term.**

Date of specification approval : ٢٠٠٨/١٠/٢٠

I- Basic Information:

Title: Intro to children Literature.

Code: 15217 Eng.

Credit Hours: ----

Lecture: 2 hours.

Tutorial: ----

Practical: 2 hours.

Total: 4 hours weekly.

Total: 56 hours.

B-Professional Information:

1 – Overall Aims of Course:

- enhancing Ss ability to read literary works that represent different movements and periods.
- developing students' awareness of different dramatic devices, such as setting, characterization, conflict, theme, techniques... etc.
- familiarizing Ss with different dramatic modes: comedy, tragedy, tragicomedy, etc. and to practice reading plays exemplifying these modes.

2 – Intended Learning Outcomes of Course (ILO's):

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

A-Knowledge and Understanding:

A- 5- 1 discuss the basic genres of literature.

A- 5- 2 define different dramatic devices, such as setting, theme, etc.

A- 5- 3 describe the special nature of the three genres.

A- 5- 4 list the basic characteristics of all the literary genres.

B -Intellectual Skills:

B- 3- 1 compare and contrast different dramatic modes and their distinguishing characteristics

B- 3- 2 examine genres and works belonging to variant periods and trends.

B- 3- 3 collect information about a group of literary work to create a full comparative analysis.

B- 3- 4 analyze, some literary work, showing the main features.

B- 1- 1 prepare a written account of the most prominent literary works belonging to a certain era.

C -Professional and Practical Skills:

C- 3- 1 read literary works that represent different periods and movements.

C- 3- 2 compile a list of literary works belonging to variant periods that discuss the same or similar topics to analyze different ways of expression among genres.

C- 3- 3 analyze a literary piece of work in light of the characteristics of its age.

D - General and Transferable Skills

D- 1- 1 compare literary works.

D- 2- 1 analyze a piece of literary work to recognize its features.

D- 2- 2 evaluate a work of art.

D- 4- 1 work with colleagues or share in discussions.

D- 6- 1 collect information about a stage of history and examples of its works.