



جامعة الفيوم / كلية الآداب  
قسم اللغة الإنجليزية

## Course Description

### Essay and Exercises in Reading En 401

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

1. Basic Information		
<b>Code:</b> EN 401	<b>Course Title:</b> Essay and Exercises in Reading	<b>Level:</b> Fourth Year
<b>Major:</b> English	<b>Credit Hours:</b>	<b>Lecture:</b> 2 Theoretical hours
<b>Instructor:</b> Ahmed Farouk	<b>Email:</b> afz00@fayoum.edu.eg	<b>Mobile:</b> 01094567981
2. Overall aims of Course		
This course aims at 1. Providing students with practice in writing different types of essays 2. Training students in reading various types of passages 3. Enhancing students' research abilities. 4. Teaching students punctuation, documentation and editing techniques as well as some grammar problems which face students.		
3. Intended learning outcomes of course (ILOs)		
<i>By the end of the following course, students will be able to:</i>		
<b>A. Knowledge and understanding</b>	a.1. discuss the vocabulary of academic writing a.2. review the basic writing skills a.3. identify the fundamentals of English writing: diction, syntax, paragraph and essay construction a. 4. read different types of comprehension passages a.5. mention how to summarize and paraphrase comprehension passages	



جامعة الفيوم / كلية الآداب  
قسم اللغة الإنجليزية

<b>B. Intellectual Skills</b>	b.1. analyze the problems of academic writing b.2. compare and contrast English to Arabic writing strategies B.3. apply writing skills through extensive revisions of their own writing.
<b>C. Professional Skills</b>	c.1. use linguistic and academic writing skills c.2. write well-organized academic essays c.3. practice editing skills through different editing activities. c.4. write their own points of view.
<b>D. General &amp; Transferable Skills</b>	d.1. display ability to do self, peer and group assessment d.2. communicate effectively in written English d.3. read quickly and intelligently d.4. improve editing skills

#### 4. Course Contents

	Topic	Week	Hours
<b>First Semester</b>			
1.	An introduction to the course.	1 <sup>st</sup>	2
2.	Patterns of essay organization.	2 <sup>nd</sup>	2
3.	Essay outlining	3 <sup>rd</sup>	2
4.	Descriptive essay	4 <sup>th</sup>	2
5.	Narrative Essay	5 <sup>th</sup>	2
6.	Comparison/contrast essay	6 <sup>th</sup>	2
7.	Comparison/contrast essay	7 <sup>th</sup>	2
8.	Cause/effect essay	8 <sup>th</sup>	2
9.	Sentence structure	9 <sup>th</sup>	2
10.	Parallel structure Grammatical accuracy	10 <sup>th</sup>	2
11.	Parallel structure Applying on long passages	11 <sup>th</sup>	2
12.	Guessing words from context- selected passage	12 <sup>th</sup>	2
13.	Summary skills – a selected passage	13 <sup>th</sup>	2
14.	Revision-Recap	14 <sup>th</sup>	2



جامعة الفيوم / كلية الآداب  
قسم اللغة الإنجليزية

## Second Semester

1.	The literary essay	1 <sup>st</sup>	4
2.	The literary essay (tone and diction)	2 <sup>nd</sup>	2
3.	The literary essay (poetry and figurative language	3 <sup>rd</sup>	2
4.	The short story and the language of fiction	4 <sup>th</sup>	2
5.	The short story – a selected short story	5 <sup>th</sup>	2
6.	Research & documentation	6 <sup>th</sup>	4
7.	The trouble with grammar II	7 <sup>th</sup>	2
8.	Reading Skills (understanding details and paraphrase)	8 <sup>th</sup>	2
9.	Skim for general information- selected essay	9 <sup>th</sup>	2
10.	Scan for specific information – selected passages	10 <sup>th</sup>	2
11.	Scanning and guided writing a selected article from a journal	11 <sup>th</sup>	2
12.	Summary skills/attitudes and feelings/ a poem	12 <sup>th</sup>	2
13.	Summary skills/attitudes and feelings/ a poem	13 <sup>th</sup>	2
14.	Revision & recap	14 <sup>th</sup>	

### 5. Teaching and Learning Methods

5.1	Peer error correction
5.2	Presentations
5.3	Online classes on the Zoon Platform
5.4	Applying academic writing methods
5.5	Brainstorming

### 6. Teaching and Learning Method for Disabled Students

6.1	Online audible classes on the Zoom Platform
6.2	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



جامعة الفيوم / كلية الآداب  
قسم اللغة الإنجليزية

<b>Assessment Schedule and weight:</b>	<b>Classroom participation:</b>	weekly	
	<b>Home assignments:</b>	Weekly	2 (10%)
	<b>Quizzes:</b>	2 times in the semester	3 (15%)
	<b>Final examination:</b>		15 (75%)
	<b>Total</b>		<b>100</b>
<b>8. List of References</b>			
<b>A. Essential References</b>	<ul style="list-style-type: none"><li>- Course notes: notes given by the lecturer in classes</li></ul> Swales, J. M., & Feak, C. B. (2012). Academic writing for graduate students: Essential tasks and skills. Ann Arbor, Mich: University of Michigan Press. Bailey, S. (2003). Academic writing: A practical guide for students. Psychology Press.		
<b>B. Recommended Books</b>	Burech, A. (2002). The A-Z of Correct English. Parkwest Publications. Silvia, P. J. (2007). How to write a lot: A practical guide to productive academic writing. American Psychological Association.		
<b>C. Electronic Materials and Other sources</b>	<ul style="list-style-type: none"><li>- <a href="https://www.urich.edu/~writing/web.html">https://www.urich.edu/~writing/web.html</a></li><li>- <a href="https://www.essaypunch.com">https://www.essaypunch.com</a></li></ul>		
<b>9. Facilities required for teaching and learning</b>			
	<ul style="list-style-type: none"><li>- Language lab</li><li>- Big classrooms and whiteboards</li><li>- Laptop &amp; data show</li></ul>		

- **Course Coordinator:** Dr. Ahmed Farouk Zeidan
- **Head of Department:** Prof. Nabila Aly Marzouk
-



## Course Description

History of the English Language En 423

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

1. Basic Information		
<b>Code:</b> EN 423	<b>Course Title:</b> History of the English Language	<b>Level:</b> Fourth Year
<b>Major:</b> English	<b>Credit Hours:</b>	<b>Lecture: 4 hours</b>
<b>Instructor:</b> Ahmed Farouk	<b>Email:</b> afz00@fayoum.edu.eg	<b>Mobile:</b> 01094567981
1. Overall aims of Course		
<p>This course aims at</p> <p>a. Presenting a historical study of the English language including Old, Middle, and Modern English.</p> <p>b. Analyzing the nature and mechanisms of language change over time and the social, political and historical conditions related to such changes.</p> <p>c. Discussing the phonology, morphology, syntax, lexicon, and semantics as well as the culture of the different historical periods.</p>		
2. Intended learning outcomes of course (ILOs)		
By the end of the course, the student will be able to		
<b>A. Knowledge and understanding</b>	<p>a.1. discuss the history of Old and Middle English</p> <p>a.2. identify the social contexts and mechanisms of language change</p> <p>a.3. list problems related to the origin and nature of language</p> <p>a.4. transcribe modern English speech phonetically.</p>	



<p><b>B. Intellectual Skills</b></p>	<p>b.1. analyze the history of the English language in terms of theories of language change and the problems related to the origin and nature of language.</p> <p>B.2. investigate key concepts related to Old English such as dialects and lexicon, Old English spelling and phonology, Old English morphology, and Old English syntax.</p> <p>B.3. question the difference between Old and Middle English in terms of Phonological, morphological, and Syntactic aspects.</p> <p>B.4. examine early Modern English sound changes; early Modern English morphology and syntax; standardizing English and; Changes in Modern English and Varieties of English.</p>
<p><b>C. Professional Skills</b></p>	<p>c.1. apply knowledge of the principles of etymology and semantic change as well as the ability to use a historical dictionary</p> <p>c.2. show interest in topics related to the history of language that students can embark on for future research.</p> <p>c.3. collect information from different sources, rewrite and explain it in sound English.</p> <p>c.4 .write an essay or a report in sound English and discuss what he has written.</p> <p>c. 5. use references effectively</p>
<p><b>D. General &amp; Transferable Skills</b></p>	<p>d. 1. develop his skill to discuss constructively and exchange his ideas with others..</p> <p>d. 2. work in a time</p> <p>d. 3. manage his time soundly</p> <p>d. 4. use the internet to improve self-learning and do research</p> <p>d. 5. communicate skillfully with other cultures with different languages</p>

### 3. Course Contents

	Topic	Week	Hours
1.	Course overview.	1 <sup>st</sup>	4
2.	The history of the English language: An introduction	2 <sup>nd</sup>	4
3.	The social contexts and mechanisms of language change (1)	3 <sup>rd</sup>	4
4.	The social contexts and mechanisms of language change (2)	4 <sup>th</sup>	4



5.	Dialects and lexicon	5 <sup>th</sup>	4
6.	Old English spelling and phonology	6 <sup>th</sup>	4
7.	Old English morphology	7 <sup>th</sup>	4
8.	Old English syntax	8 <sup>th</sup>	4
9.	Differences between Old and Middle English: Phonology	9 <sup>th</sup>	4
10.	Differences between Old and Middle English: morphology	10 <sup>th</sup>	4
11.	Changes in Modern English and Varieties of English (1)	11 <sup>th</sup>	4
12.	Changes in Modern English and Varieties of English (2)	12 <sup>th</sup>	4
13.	Old English, Middle English and Modern English: Comparison	13 <sup>th</sup>	4
14.	Review	14 <sup>th</sup>	4
<b>4. Teaching and Learning Methods</b>			
4.1	Lectures		
4.2	Presentations		
4.3	Online classes on the Zoon Platform		
4.4	Group work and discussions		
<b>5. Teaching and Learning Method for Disabled Students</b>			
5.1	Online audible classes on the Zoom Platform		
<b>6. Students Assessment</b>			
<b>Assessment Schedule and weight:</b>	<b>Classroom participation:</b>	weekly	-
	<b>Home assignments:</b>	Weekly	-
	<b>Mid-term exam:</b>	Week 6	-
	<b>Final examination:</b>		20
	<b>Total</b>		<b>100 %</b>
<b>7. List of References</b>			



<b>A. Essential References</b>	<ul style="list-style-type: none"><li>- Course notes: notes given by the lecturer in classes</li></ul> <p>Denison (eds.). 2006. A History of the English Language. Cambridge: Cambridge University Press</p> <p>Gelderen, Elly van. 2006. A History of the English Language. Amsterdam/Philadelphia: John Benjamins Hogg, Richard and David</p>
<b>B. Recommended Books</b>	<p>Mugglestone, Linda (ed.). (2006). The Oxford History of English. Oxford: Oxford University Press</p> <p>Hogg, Richard and David Denison (eds.). (2006). A History of the English Language. Cambridge: Cambridge University Press</p> <p>Baker, Peter. (2007). Introduction to Old English. Malden, MA: Blackwell Publishing</p> <p>Blake, Norman (ed.). (1992). The Cambridge History of the English Language Volume II. Cambridge: Cambridge University Press</p> <p>Romaine, Suzanne (ed.). (1998). The Cambridge History of the English Language Volume IV. Cambridge: Cambridge University Press</p> <p>Brinton, Laurel J. and Elizabeth C. Traugott. (2005). Lexicalization and language change. Cambridge: Cambridge University Press.</p>
<b>C. Electronic Materials and Other sources</b>	<p><a href="http://www.historyofenglish.net">http://www.historyofenglish.net</a></p> <p><a href="http://www.wmich.edu/medieval/research/rawl/IOE">http://www.wmich.edu/medieval/research/rawl/IOE</a></p> <p><a href="http://www.engl.virginia.edu/OE/Beowulf.Readings/Prologue.html">www.engl.virginia.edu/OE/Beowulf.Readings/Prologue.html</a></p>
<b>8. Facilities required for teaching and learning</b>	
	<ul style="list-style-type: none"><li>- Language lab</li><li>- Big classrooms and whiteboards</li><li>- Laptop &amp; data show</li></ul>

- **Course Coordinator:** Dr. Ahmed Farouk Zeidan

- **Head of Department:** Prof. Nabila Aly Marzouk

-



## Course Description

### Contemporary Trends in Linguistics EN 413

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

1. Basic Information		
<b>Code: En413</b>	<b>Course Title:</b> Contemporary Trends in Linguistics	<b>Level: Fourth year</b> 1 <sup>st</sup> semester
<b>Major: Major</b>	<b>Teaching Hours: 4</b>	<b>Lecture:4 hours</b>
<b>Instructor:</b> Dr. Neveen Galal-Eldin	<b>Email:</b> <b>01007726151</b>	<b>Mobile:</b> ngm01@fayoum.edu.eg
2. Overall aims of Course		
2. Overall aims of course:	<b>This course aims at:</b> <ol style="list-style-type: none"> <li>1- Introducing students to some of the subfields of linguistics (esp., semantics, pragmatics and discourse analysis, etc.) to help them grasp the main concepts of meaning, which would help them in analyzing how linguistic communication works.</li> <li>2- Enhancing students' understanding of the current trends in the field of linguistics</li> <li>3- Providing various elements that constitute the foundation of English language and its use in context.</li> <li>4- Developing students' level of linguistic analysis from individual sounds, to words, to phrases and up to discourse.</li> </ol>	
3. Intended learning outcomes of course (ILOs)		
<b>A. Knowledge and understanding</b>	By the end of the course, students will be able to: <ol style="list-style-type: none"> <li>a.1. describe the main concepts related to human language.</li> <li>a.2. distinguish language structure from language meaning and language in context.</li> <li>a.3. identify the different levels of meaning.</li> <li>a.4. distinguish theoretical aspects of semantics and pragmatics</li> <li>a.5. distinguish between studying literal word meaning to the</li> </ol>	

	<p>study of how utterances are used in communicative acts.</p> <p>a.6. identify the context of any given utterance.</p>
<b>B. Intellectual Skills</b>	<p>b.1. analyze actual texts in terms of different levels of linguistic analysis.</p> <p>b.2. relate the concept of meaning to other disciplines of linguistics.</p> <p>b.3. investigate how meaning correlate with the syntactic and lexical structure of English sentences.</p> <p>b.4. use formal techniques of analysis of language meaning in terms of semantic properties.</p> <p>b.5. interpret an utterance in actual communication in various contexts.</p> <p>b.6. demonstrate knowledge of theoretical and practical aspects of language applying them in actual communication in various contexts.</p> <p>b.7. discuss the role played by context and non- linguistic knowledge in transmitting meaning.</p> <p>b.8. infer implicit meanings of texts</p>
<b>C. Professional Skills</b>	<p>c.1. employ the theoretical understanding of different levels of linguistic description in analyzing utterances.</p> <p>c.2. Analyze selected language chunks in terms of phonology, morphology, syntax and semantics.</p> <p>c.3. write an essay about the effect of various factors on the formation of certain language segments.</p> <p>c.4. carry out an analysis of spoken and written discourse.</p> <p>c.5. examine how pragmatics serves the communicative function of language.</p>
<b>D. General &amp; Transferable Skills</b>	<p>d.1. display ability to do self, peer and group assessment</p> <p>d.2. acquire net surfing skills</p> <p>d.3. communicate effectively in written and spoken English</p> <p>d.4. improve communication skills.</p> <p>d.5. use analytical skills.</p>

#### 4. Course Contents

	Topic	Week	Hours
1.	Course Overview Properties of Human Language	1 <sup>st</sup>	4
2.	Different sub-branches of Linguistics	2 <sup>nd</sup>	4
3.	The Sounds of Language	3 <sup>rd</sup>	4

4.	Sound Patterns of language	4 <sup>th</sup>	4
5.	Minimal Units of Meaning	5 <sup>th</sup>	4
6.	Syntax & semantics	6 <sup>th</sup>	4
7.	Meaning in relation to other components of linguistics	7 <sup>th</sup>	4
8.	Semantic features and roles	8 <sup>th</sup>	4
9.	Lexical Relations	9 <sup>th</sup>	4
10.	Pragmatics & context	10 <sup>th</sup>	4
11.	Deixis & Presupposition	11 <sup>th</sup>	4
12.	Speech Acts	12 <sup>th</sup>	4
13.	Discourse analysis Cohesion versus coherence	13 <sup>th</sup>	4
14.	Co-operative Principle & its maxims Revision	14 <sup>th</sup>	4
<b>5. Teaching and Learning Methods</b>			
5.1	Brainstorming		
5.2	Pair Work		
5.3	Group Work		
5.4	Peer error correction		
5.5	Language Lab. (Audio aids, ...) or laptop with speakers		
5.6	Lecture (offline& online)		
5.7	Oral Presentation		
5.8	Power point		
5.9	Exercise sessions		
<b>6. Teaching and Learning Method for Disabled Students</b>			
Laboratory/ practical training/ copies of lecturer hand-out printed in Braille			
<b>7. Students Assessment</b>			
<b>B. Time:</b>	<b>Home assignments:</b>	<b>every week</b>	
	<b>Quiz (1):</b>	<b>Week 5</b>	
	<b>Quiz (2):</b>	<b>Week 10</b>	
	<b>Final Exam:</b>	<b>At the end of the term</b>	

<b>C. Mark Distribution</b>	Assessment I	%
	Mid-term exam	%
	Assessment II	%
	Final	<b>100%</b>
	Ongoing clinical evaluation or <i>assignment</i> & class participation	
	<b>Total</b>	<b>100%</b>
<b>8. List of References</b>		
<b>A. Essential References</b>	<p>*Yule, George. <i>The Study of Language</i>. New York, 2006.</p> <p>*Roach, Peter. <i>English Phonetics and Phonology</i>. Cambridge: Cambridge University Press. 2009.</p>	
<b>B. Recommended Books</b>	<p>* Finegan, Edward. <i>Language: Its structure and Use</i>. Thomas Wadsworth, 2008.</p> <p>*James R. Huyford &amp; Brendan Heasley. <i>Semantics: a coursebook, 1983</i></p> <p>*Brown, Gillian &amp; George Yule. <i>Discourse Analysis</i>: New York: Cambridge University Press, 1983.</p>	
<b>C. Electronic Materials and other sources</b>	<p><a href="http://www.bbclearningenglish.com">www.bbclearningenglish.com</a></p> <p><a href="http://www.doaj.org/doaj?func=subject&amp;cpid=122">www.doaj.org/doaj?func=subject&amp;cpid=122</a></p>	
<b>9. Teaching &amp; Learning Requirements</b>		
Big classrooms, microphones, white board, computer and data show		

**Course coordinator:** Dr. Neveen Galal-Eldin

**Head of Department:** Prof. Nabila Marzouk

## Course Description

### 20thc Western Culture EN

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

1. Basic Information		
<b>Code:</b> 411	<b>Course Title:</b> 20thc Western Culture in the Twentieth Century	<b>Level:</b> 4 <sup>th</sup> Year
<b>Major:</b> Major course	<b>Teaching Hours:</b> 4	<b>Lecture:</b> 4 hours weekly
<b>Instructor:</b> Dr. Manal Anwar	<b>Email:</b> maf01@fayoum.edu.eg	<b>Mobile:</b> 01005628629
2. Overall aims of Course		
2. Overall aims of course:	<p>The course aims at</p> <ol style="list-style-type: none"> <li>1. providing students with an overall idea about the western culture in the Twentieth Century</li> <li>2. showing students how culture is affected by the social, political, economic and scientific events in the Twentieth Century</li> </ol>	
3. Intended learning outcomes of course (ILOs)		
<b>A. Knowledge and understanding</b>	<p><u>By the end of this course, the student will be able to:</u></p> <ol style="list-style-type: none"> <li>a.1. discuss some of the major features of the twentieth century</li> <li>a.2. identify the impact of cultural and literal movements on the age.</li> <li>a.3. list the literary trends in the twentieth century.</li> <li>a. 4. explain the main features of literary texts of the twentieth century.</li> <li>a. 5. identify the famous twentieth writers and thinkers as well</li> </ol>	

	as their works.
<b>B. Intellectual Skills</b>	<p>b.1 analyze the different factors that form the age.</p> <p>b.2 discuss the influence of the major events in the twentieth century and their effect.</p> <p>b.3 compare the various economic and political ideologies in order to grasp their advantages and disadvantages.</p> <p>b. 4. compare the literary trends in England in that period.</p> <p>b. 5. compare the stages of intellectual development in that era.</p> <p>B.6- examine a literary text in the light of the social and political changes in the 20<sup>th</sup> century</p>
<b>C. Professional Skills</b>	<p>c.1 comment on the main events and cultural movements of western culture in the 20th c.</p> <p>c.2 connect all the political, social and cultural circumstances with the works of the major scientists and literary critics of that time.</p> <p>c.3. collect information from different sources, rewrite and explain it in sound English.</p> <p>c.4. comment on literary texts belonging to that era.</p> <p>c.5 .write an essay or a report in sound English and discuss what he has written.</p> <p>c. 6. use references effectively</p>
<b>D. General &amp; Transferable Skills</b>	<p>d. 1. develop his skill to discuss constructively and exchange his ideas with others..</p> <p>d. 2. work in a time</p> <p>d. 3. manage his time soundly</p> <p>d. 4. use the internet to improve self-learning and do research</p> <p>d. 5. communicate skillfully with other cultures with different languages</p>

#### 4. Course Contents

	Topic	Week	Hours
1.	<b>Overview England during the last Victorian age.</b>	1 <sup>st</sup>	4
2.	<b>The conflicts in Africa and Asia during the last Victorian age.</b>	2 <sup>nd</sup>	4

3.	<b>Darwin's Theory of Evolution.</b>	3 <sup>rd</sup>	4
4.	<b>Matthew Arnold's definition of culture.</b>	4 <sup>th</sup>	4
5.	<b>Art for Art's Sake Movement</b>	5 <sup>th</sup>	4
6.	<b>Prewar England during the first decade of the 20thc.</b>	6 <sup>th</sup>	4
7.	<b>Causes and main events of the First World War.</b>	7 <sup>th</sup>	4
8.	<b>Post war England and Versailles Treaty of 1919.</b>	8 <sup>th</sup>	4
9.	<b>The rise of Socialism, Communism, Fascism and Nazism and the major differences between them.</b>	9 <sup>th</sup>	4
10.	<b>The effect of the First World War on literature and the British social life.</b>	10 <sup>th</sup>	4
11.	<b>The major events of the Second World War.</b>	11 <sup>th</sup>	4
12.	<b>T. S. Eliot's definition of culture and the differences between it and Arnold's definition.</b>	12 <sup>th</sup>	4
13.	<b>The impact of the Second World War on the major nations of the world.</b>	13 <sup>th</sup>	4
14.	<b>Revision</b>	14 <sup>th</sup>	4
<b>5. Teaching and Learning Methods</b>			
5.1	Lecture		
5.2	Class Discussions		

5.3	Online teaching
5.4	Power point presentations
5.5	videos
5.6	Group work
5.7	Self-learning (using library and the Internet)

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

### 8. List of References

<b>A. Essential References</b>	<ul style="list-style-type: none"> <li>- Adams, Robert M. <i>The Land and Literature of England: A Historical Account</i>. Norton, 1986.</li> <li>- The Great War and Modern Memory by Paul Fussell.</li> </ul>
<b>B. Recommended Books</b>	<ul style="list-style-type: none"> <li>- The Oxford History of Twentieth Century by Michael Howard.</li> </ul>



	- A History of the Twentieth Century by Martin Gilbert.
<b>C. Electronic Materials and other sources</b>	<a href="http://www.sparknotes.com">www.sparknotes.com</a> <a href="http://en.wikipedia.org/wiki/Western_thought">http://en.wikipedia.org/wiki/Western thought</a> <a href="https://www.britannica.com/">https://www.britannica.com/</a>

- **Course Coordinator:** Dr. Manal Anwer
- **Head of Department:** Prof. Nabila Aly Marzouk



جامعة الفيوم / كلية الآداب  
قسم اللغة الإنجليزية



## Course Description

### Shakespeare & Drama: EN 402

- **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		
<b>Code:</b> EN 402	<b>Course Title:</b> Shakespeare & Drama	<b>Level:</b> Fourth Year
<b>Major:</b> English	<b>Teaching Hours:</b> 2	<b>Lecture:</b> 2 hours weekly
<b>Instructor:</b> Dr. Ali A. Al-Sheikh	<b>Email:</b> aaa20@fayoum.edu.eg	<b>Mobile:</b> 01098600762
2. Overall aims of Course		
<b>2. Overall aims of course:</b>	<p><u>This course aims at</u></p> <ol style="list-style-type: none"> <li>1. Enriching students' understanding of Shakespeare.</li> <li>2. Introducing Sts to history of drama from the modern period to present.</li> <li>3. Exposing Sts to major literary developments in drama such as realism, theatre of the absurd, theatre of anger, feminist theatre, Irish drama .etc.</li> <li>4. Acquainting Sts with plays written by famous playwrights as Ibsen, Shaw, Beckett, Soyinka, Osborne, Pinter, O'Casey, Shakespeare, Amiri Taka, Strindberg, Samuel Beckett..., etc.</li> </ol>	
3. Intended learning outcomes of course (ILOs)		
<b>A. Knowledge and understanding</b>	<p><u>By the end of this course, the student will be able to</u></p> <ol style="list-style-type: none"> <li>a.1. discuss the history of drama.</li> <li>a. 2. identify the major literary developments in drama.</li> <li>a. 3. list the features of variant modern drama types.</li> <li>a.4. explain the content of the dramatic work and its historical context.</li> <li>a.5. define the literary terms used in drama analysis .</li> <li>a.6. discuss the characteristics of modern drama</li> </ol>	
<b>B. Intellectual Skills</b>	<ol style="list-style-type: none"> <li>b.1. compare plays written by outstanding modern playwrights.</li> <li>b.2. illustrate an overview of the development in English Drama.</li> </ol>	



جامعة الفيوم / كلية الآداب  
قسم اللغة الإنجليزية

	<p>b.3. diagram the types of modern and recent drama. b.4. analyze the dramatic elements in a play. b.5. analyze the chosen plays through the historical, cultural and social perspective. b.6. deduce the major ideas in the taught plays. b. 7. compare and contrast the theatres of the absurd and the theatre of anger.</p>
<b>C. Professional Skills</b>	<p>c.1. rewrite the ideas of the literary text in sound English. c.2. apply the features of modern drama to one of the modern plays. c.3. carry out an analysis of a recent play clarifying and commenting on its main features. c.4. use correct communication skills in a presentation about a related topic c.5. write a report or a literary research as well as using references</p>
<b>D. General &amp; Transferable Skills</b>	<p>d.1. use the computer and surf the net to gather information about the dramatists and their works. d.2. participate in the assigned reading. d.3. improve self-learning by showing interest in reading dramatic works. d.4. co-operate with others in writing a research paper.  d.5. display ability to do self, peer and group assessment. d.6. communicate successfully in written English d.7. present his point of view and support it with evidences..</p>

#### 4. Course Contents (extended subject)

	Topic	Week	Hours
1.	Course Overview	1 <sup>st</sup>	4
2.	Elements of Drama	2 <sup>nd</sup>	4
3.	Shakespearean Drama	3 <sup>rd</sup>	4
4.	Modern Drama	4 <sup>th</sup>	4
5.	Theater of the Absurd	5 <sup>th</sup>	4
6.	Naturalism	6 <sup>th</sup>	4
7.	Dramatic Techniques	7 <sup>th</sup>	4
8.	<i>King Lear</i> , Act I & II	8 <sup>th</sup>	4
9.	Act III & IV	9 <sup>th</sup>	4
10.	Act V and a full comment on the drama	10 <sup>th</sup>	4
11.	Samuel Beckett's <i>Waiting for Godot</i>	11 <sup>th</sup>	4



جامعة الفيوم / كلية الآداب  
قسم اللغة الإنجليزية

12.	August Strindberg's <i>The Father</i>	12 <sup>th</sup>	4
13.	An Analysis of the Three Dramas	13 <sup>th</sup>	4
14.	Final Revision and Comparing and Contrasting the Three Dramas with regard to 'form, dramatic elements, literary qualities, dramatists, eras and features reflected'	14 <sup>th</sup>	4

### 5. Teaching and Learning Methods

5.1	Pair Work
5.2	Discussions
5.3	Power point presentations
5.4	Videos
5.5	Lecture
5.6	Online teaching
5.7	Oral Presentation
	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 are available. Power Point Presentations in braille are available too.

### 7. Students Assessment

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



جامعة الفيوم / كلية الآداب  
قسم اللغة الإنجليزية

	Total	100%
<b>8. List of References</b>		
<b>A. Essential References</b>	Students will study THREE of the following dramas: * Shakespeare, <i>King Lear</i> , <i>Hamlet</i> , <i>Macbeth</i> or <i>Othello</i> * August Strindberg, <i>The Father</i> * Samuel Beckett's <i>Waiting for Godot</i> •Osborne, <i>Look Back in Anger</i> •Ionesco, <i>The Chairs</i> . •Wilson, August Fences. ( Any other representative dramas can be taught ) - <b>Teacher's hand-outs</b>	
<b>B. Recommended Books</b>	*A.C. Bradley, <i>Shakespearean Tragedies</i> *William B. Worthen, <i>Modern Drama: Plays, Criticism, Plays</i>	
<b>C. Electronic Materials and other sources</b>	<a href="http://WWW.Sparknotes.com">WWW.Sparknotes.com</a> <a href="http://WWW.Gradsaver.com">WWW.Gradsaver.com</a> <a href="http://WWW.scribd.com">WWW.scribd.com</a>	
<b>9. Teaching and Learning Requirements:</b>		
	9.1. Big clean classrooms. 9.2. Videos of the selected dramas 9.3. Enough chairs.	

- **Course Coordinator:** Dr. Ali A. Al-Sheikh
- **Head of Department:** Prof. Nabila Ali Marzouk



## Course Description

### Novel (EN 412)

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

1. Basic Information		
<b>Code:</b> EN 412	<b>Course Title:</b> Novel	<b>Level:</b> Fourth Year
<b>Major:</b> English	<b>Credit Hours:</b>	<b>Lecture:</b> 4 hrs. per week
<b>Instructor:</b> <b>Dr. Manal Anwar</b>	<b>Email:</b> maf01@fayoum.edu.eg	<b>Mobile:</b> 01005628629
2. Overall aims of Course		
<b>2. Overall aims of course:</b>	1. Familiarizing students with major literary movements in the early 20 <sup>th</sup> century. 2. Acquainting students with novels written by distinguished novelists as Joyce, Wolfe, Forster, Lawrence and others. 3. Providing the students with information about British and American novels including realism and modernism.	
3. Intended learning outcomes of course (ILOs)		
<b>A. Knowledge and understanding</b>	a.1. identify the major literary movements in the 20 <sup>th</sup> century British novel, including Realism, Modernism, Post-Modernism. a.2. read novels written by distinguished novelists as Joyce, Conrad, Wolfe, Forster, Morrison, Lawrence and others. a.3. discuss the development in the genre of the 20 <sup>th</sup> novel a.4. recognize the innovation in the structure of the modern novel a.5. discuss realism, modernism and post-modernism a.6. list the prominent English and American 20 <sup>th</sup> c novelists a.7. consolidate their awareness of technical devices, themes, setting, point of view, and other elements fiction. a.8. enrich their understanding of context and the ability to develop a comprehensive panoramic view of the characteristics of the genre of modern novel.	



<b>B. Intellectual Skills</b>	<p>b.1. analyze the novels in sound English.</p> <p>b.2. comment on extracts from the studied novels</p> <p>b.3. make sound analogies and comparisons between the characters, themes and all the other fictional elements in the studied novels.</p> <p>b. 4. connect the selected novel to their historical, cultural and social context</p> <p>b. 5. deduce the hidden meanings in the studied texts.</p>
<b>C. Professional Skills</b>	<p>c.1. distinguish between the different styles of literary texts</p> <p>c.2. co-operate with others in writing a research paper.</p> <p>c.3. display ability to do self, peer and group assessment.</p> <p>c. 4. use correct communication skills in a presentation about a related topic</p> <p>c.5. analyze technical devices, themes, setting, point of view, and other elements of fiction.</p> <p>c.6. collect information from different sources, explain it and document it correctly</p> <p>c.7. write a research on the characteristics of the genre of modern novel.</p> <p>c.8. read, understand and appreciate novels written by famous novelists.</p>
<b>D. General &amp; Transferable Skills</b>	<p>d.1. use the language fluently and intelligently</p> <p>d.2. communicate with others</p> <p>d.3. comment on all elements of fiction.</p> <p>d.4. use the internet to improve self-learning</p> <p>d.5. read, understand and appreciate novels written by famous novelists.</p> <p>d.6. present his point of view and support it with evidences..</p>

#### 4. Course Contents

	Topic	Week	Hours
1.	Course Overview Characteristics of novel genre in the 20 <sup>th</sup> century	1 <sup>st</sup>	4
2.	The first novel (novelist's life, style and works summary)	2 <sup>nd</sup>	4
3.	The first novel 'reading the assigned chapters and discussing them in detail Literary genre of the novel	3 <sup>rd</sup>	4
4.	The first novel 'reading the assigned chapters and discussing them in detail	4 <sup>th</sup>	4



	Plot structure		
5.	The first novel 'reading the assigned chapters and discussing them in detail Characterization (methods, major and minor characters)	5 <sup>th</sup>	4
6.	The first novel 'reading the assigned chapters and discussing them in detail Themes and techniques	6 <sup>th</sup>	4
7.	The first novel 'reading the assigned chapters and discussing them in detail Setting, Point of View and Style	7 <sup>th</sup>	4
8.	The Second novel (novelist's life, style and works summary)	8 <sup>th</sup>	4
9.	The Second novel 'reading the assigned chapters and discussing them in detail Plot structure	9 <sup>th</sup>	4
10.	The Second novel 'reading the assigned chapters and discussing them in detail Characterization (methods, major and minor characters)	10 <sup>th</sup>	4
11.	The Second novel 'reading the assigned chapters and discussing them in detail Themes and techniques	11 <sup>th</sup>	4
12.	The Second novel 'reading the assigned chapters and discussing them in detail Setting, Point of View and Style	12 <sup>th</sup>	4
13.	Modernist features in the two novels	13 <sup>th</sup>	4
14.	Final Revision The two novels compared	14 <sup>th</sup>	4

### 5. Teaching and Learning Methods

5.1	Pair Work; Role-Play ; Group Work
5.2	Power Point Presentation
5.3	Lecture
5.4	Oral Presentation
5.5	Videos of the taught novels
5.6	Brainstorming
5.7	Discussions

### 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.

### 7. Students Assessment

<b>B. Time:</b>	<b>Assessment 1: At the end of the semester</b>	
	<b>Assessment 2:</b> Two times in the semester	
	<b>Assessment 3: Viewed in class every session</b>	
	<b>Assessment 4: Every two weeks</b>	
<b>C. Mark Distribution</b>	Assessment I	100 %
	Mid-term exam	%
	Assessment II	%
	Group Work	%
	Ongoing clinical evaluation or assignment & class participation	
	<b>Total</b>	<b>100 %</b>

### 8. List of References

<b>A. Essential References</b>	<i>To the Lighthouse</i> by Virginia Woolf <i>A Passage to India</i> by E. M. Forster <i>Heart of Darkness</i> by Joseph Conrad <i>Where Angels Fear to Tread</i> by E. M. Forster (Two of the above novels can be taught and any other representative novels can be chosen) Course notes: notes given by the lecturer
<b>B. Recommended Books</b>	Green, Martin. <i>The English Novel in the Twentieth Century: The Doom of Empire</i> . Routledge & Kegan, 1984
<b>C. Electronic</b>	<a href="http://WWW.Novelguide.com">WWW.Novelguide.com</a> - <a href="http://www.sparknotes.com">www.sparknotes.com</a> <a href="http://WWW.Wikipedia.com">WWW.Wikipedia.com</a>

### 9. Teaching and Learning Requirements:

9.1. Big clean classrooms.



	9.2. Videos of the selected novels. 9.3. enough chairs.
--	--

- **Course Coordinator:** Dr. Manal Anwar
- **Head of Department:** Prof. Nabila Aly Marzouk



## Course Description

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

1. Basic Information		
<b>Code:</b> ENG 432	<b>Course Title:</b> Modern Poetry	<b>Level:</b> Fourth Year
<b>Major:</b>	<b>Credit Hours:</b>	<b>Lecture:</b> 4 hours
<b>Instructor:</b> Dr. Mohamed Helmy	<b>e-mail:</b> mhm03@fayoum.edu.eg	<b>Mobile:</b> 01001164846
2. Overall aims of Course		
<b>2. Overall aims of course:</b>	<p>This course aims at</p> <ol style="list-style-type: none"> <li>1. Acquainting students with Victorian, Modernist and contemporary poetry.</li> <li>2. Familiarizing students with related critical theories.</li> <li>3. Giving students enough practice in analyzing selected poems.</li> <li>4. Introducing students to the major movements and schools of the period.</li> <li>5. Exemplifying the aspects of Victorian, Modern and contemporary poetry.</li> <li>6. Explaining the social, cultural and political factors that affected poetry of the period.</li> </ol>	
3. Intended learning outcomes of course (ILOs)		
<b>A. Knowledge and understanding</b>	<ol style="list-style-type: none"> <li>a.1. define Victorian and modern poetry and modernism</li> <li>a.2. mention the most important English Victorian, modern and contemporary poets.</li> <li>a. 3. explain the defining aspects of Victorian, Modern and contemporary poetry: free verse, symbolism, realism, and allusion.</li> <li>a.4. discuss the characteristics of Victorian, modern and contemporary poetry</li> <li>5. list the technical devices manipulated in Victorian, modern and contemporary poetry.</li> </ol>	



	<b>6. discuss the works of poets belonging to different schools.</b>
<b>B. Intellectual Skills</b>	<b>b.1. compare the themes in the selected poems.</b> <b>b.2 analyze major themes and ideas discussed.</b> <b>b.3. discuss the poems in the light of the various political, intellectual and social influences which helped shape the mentality of the poets being studied.</b> <b>b.4. analyze the figures of speech in the poems.</b> <b>b. 5. trace the development of the theme in the poem</b> <b>b. 6. comment on the music and the choice of words in the selected poems.</b>
<b>C. Professional Skills</b>	<b>c.1. use poetic terms in analyzing poems.</b> <b>c.2.express their viewpoints concerning certain poems.</b> <b>c.3. decode symbols in a poem.</b> <b>C. 4. rewrite a poem in prose style.</b> <b>d.5. carry out an analysis providing critique of selected texts.</b>
<b>D. General &amp; Transferable Skills</b>	<b>d.1. use time effectively.</b> <b>d.2.participate effectively in discussions and PowerPoint presentations.</b> <b>d.3. use the internet to collect information about poems and poets.</b>

#### 4. Course Contents

	<b>Topic</b>	<b>Week</b>	<b>Hours</b>
1.	<b>Course Overview</b>	<b>1<sup>st</sup></b>	<b>4</b>
2.	<b>Characteristics of Victorian Poetry</b>	<b>2<sup>nd</sup></b>	<b>4</b>
3.	<b>Robert Browning</b> <b>“My Last Duchess”</b>	<b>3<sup>rd</sup></b>	<b>4</b>
4.	<b>Alfred Lord Tennyson</b> <b>The Lotos-Eaters</b> <b>“Tears, Idle Tears”</b>	<b>4<sup>th</sup></b>	<b>4</b>
5.	<b>Introduction to Modern Poetry.</b> <b>Historical biographical and formalist movement in literary theory</b>	<b>5<sup>th</sup></b>	<b>4</b>



6.	<b>William Butler Yeats</b> “Sailing to Byzantium”	6 <sup>th</sup>	4
7.	<b>T. S. Eliot: The Waste Land – Sections 1&amp;II</b>	7 <sup>th</sup>	4
8.	<b>The Waste Land – Sections Section III, IV &amp;V</b>	8 <sup>th</sup>	4
9.	<b>War Poetry</b> <b>Wilfred Owen “Futility”</b>	9 <sup>th</sup>	4
10.	<b>Rupert Brooke</b> “The Soldier”	10 <sup>th</sup>	4
11.	<b>Postmodern poetry</b> <b>The Movement Poets</b> <b>Philip Larkin “Going, Going” or “Days”</b>	11 <sup>th</sup>	4
12.	<b>Ted Hughes</b> “The Thought-Fox” Or “Hawk Roosting”	12 <sup>th</sup>	4
13.	<b>Contemporary Poetry</b> <b>Alice Oswald</b> “Falling Awake” or “Fox”	13 <sup>th</sup>	4
14.	<b>Revision</b>	14 <sup>th</sup>	4

### 5. Teaching and Learning Methods

5.1	<b>Pair Work</b>
5.2	<b>Group Work</b>
5.3	<b>Communicative Approach</b>
5.4	<b>Language Lab. (cassettes, visual aids, ...)</b>
5.5	<b>Lecture</b>
5.6	<b>Presentation</b>

### 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>B. Time:</b>	<b>Quiz (1)</b>	
	<b>Mid-term</b>	
	<b>Quiz (2)</b>	
	<b>Final Exam</b>	
<b>C. Mark Distribution</b>	<b>Assessment I</b>	<b>0%</b>
	<b>Mid-term exam</b>	<b>%</b>
	<b>Assessment II</b>	<b>0%</b>
	<b>Final</b>	<b>100%</b>
	<b>Ongoing clinical evaluation or assignment &amp; class participation</b>	<b>0%</b>
	<b>Total</b>	

### 8. List of References

<b>A. Essential References</b>	<ul style="list-style-type: none"><li>- Handouts of the selected poems</li><li>- (Other representative poets and poems can be taught)</li></ul>
<b>B. Recommended Books</b>	<ul style="list-style-type: none"><li>- Substantial early twentieth-century poetic voices e.g. Eliot, Carol Ann Duffy, Yeats,</li></ul> <p>Enani, M.M. <i>Modern English Verse</i> - <i>The Norton Anthology of Literature</i> Longenbach, J. (1997) <i>Modern Poetry after Modernism</i>. Oxford University Press. • Perkins, D. (1987) <i>A History of Modern Poetry: Modernism and After</i>. Harverd University Press</p>
<b>C. Electronic Materials and other sources</b>	<p><a href="http://www.poemofquotes.com/19thcenturypoets.php">www.poemofquotes.com/19thcenturypoets.php</a> <a href="http://www.famouspoetsandpoems.com/born/6/19th_century_poets.html">www.famouspoetsandpoems.com/born/6/19th_century_poets.html</a> <a href="http://www.english.illinois.edu/maps/">www.english.illinois.edu/maps/</a> <a href="http://www.modernpoetry.org.uk/">www.modernpoetry.org.uk/</a> <a href="http://www.gutenberg.org/ebooks/1321">http://www.gutenberg.org/ebooks/1321</a></p>

- **Course Coordinator:** Dr. Mohamed Helmy

- **Head of Department:** Prof. Nabila Aly Marzouk



## Course Description

### Arabic & English Translation EN 403

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

1. Basic Information		
<b>Code: EN 403</b>	<b>Course Title: Arabic &amp; English Translation</b>	<b>Level: Fourth Year</b>
<b>Major: Major</b>	<b>Credit Hours:</b>	<b>Lecture: 2 hours per week</b>
<b>Instructor:</b> Mohamad Hassan	<b>Email:</b> mam26@fayoum.edu.eg	<b>Mobile:</b> 01019739363
2. Overall aims of Course		
<b>2. Overall aims of course:</b>	<ol style="list-style-type: none"><li>1- Helping students acquire the basic skills of translation in both Arabic and English;</li><li>2- Providing students with sufficient training in translating simple, compound, and complex sentences from English into Arabic and from Arabic into English.</li><li>3- Emphasizing the importance of context, as well as sentence and structural relations on translation;</li><li>4- Improving students' language level through familiarizing the students with the technical terms and expressions in the field of translation.</li><li>5. Providing students with sufficient training in translating different texts: political, legal, journalistic, medical etc.</li><li>6. Introducing students to the basic theories of translation.</li><li>7. Acquaint students with the role of technology in translation.</li><li>8. Familiarize students with the required job market skills in the field of translation.</li></ol>	



### 3. Intended learning outcomes of course (ILOs)

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

<b>A. Knowledge and understanding</b>	<p>a.1. recognize the process of translation as meaning correspondence and not as formal, lexical correspondence;</p> <p>a.2. identify the lexical and structural differences between the two languages;</p> <p>a.3. discuss the variant types of texts and the variant approaches to be used during the process of translation;</p> <p>a.3. list the principles of good translation;</p> <p>a.5. state the importance of translation.</p> <p>a.6. identify the basic translation theories.</p> <p>a.7. recognize the distinctive skills for interpretation</p>
<b>B. Intellectual Skills</b>	<p>b.1. distinguish the lexical and structural differences in the two languages;</p> <p>b.2. illustrate the importance of context, as well as sentence and structural relations in translation;</p> <p>b.3. analyze the problematic areas in translation from English and Arabic, particularly the differences between Arabic and English in word order, position of adjectives, noun endings, etc.</p> <p>b.4. translate different types of texts from varied disciplines.</p>
<b>C. Professional Skills</b>	<p>c.1. translate a group of sentences under full control;</p> <p>c.2. translate short passages with the help of the guidance of the teacher;</p> <p>c.3. translate short passages without the help of the teacher except for correcting mistakes;</p> <p>c.4. translate different types of texts.</p>
<b>D. General &amp; Transferable Skills</b>	<p>d.1 apply effective techniques of translation;</p> <p>d.2. consider the influence of structure and context in different translations.</p> <p>d.3. develop skills in reading and understanding English text;</p>





- d.4.- use dictionaries effectively.  
d.5.- translate individually and cooperate with others.  
d.6. manage his time effectively in finishing the translation tasks  
d.7. express his point of view about the translated texts.

#### 4. Course Contents

##### First Semester

	Topic	Week	Hours
1.	Course overview	1 <sup>st</sup>	2
2.	The importance of translation and the characteristics of a good translator	2 <sup>nd</sup>	2
3.	Mechanics of translation	3 <sup>rd</sup>	2
4.	Written Translation Translating group of sentences under full control of the teacher	4 <sup>th</sup>	2
5.	Simultaneous Interpretation Translating group of sentences under full control of the teacher	5 <sup>th</sup>	2
6.	Speaking Skills of Interpreters Translating group of sentences under the guidance of the teacher.	6 <sup>th</sup>	2
7.	Speaking Skills of Interpreters Translating group of sentences under the guidance of the teacher	7 <sup>th</sup>	2
8.	At Sight Interpreting Translating short passages from English into Arabic	8 <sup>th</sup>	2
9.	Consecutive Interpreting Translating short passages from Arabic into English	9 <sup>th</sup>	2
10.	Consecutive Interpreting Translating longer passages under the guidance of the teacher.	10 <sup>th</sup>	2
11.	Simultaneous Interpreting Translating longer passages under the guidance of the teacher.	11 <sup>th</sup>	2
12.	Simultaneous Interpreting Translating longer passages without the guidance of the teacher.	12 <sup>th</sup>	2
13.	Translating longer passages without the guidance of the teacher	13 <sup>th</sup>	2
14.	Translating longer passages without the guidance of the teacher	14 <sup>th</sup>	2
	<b>Course Contents</b>		2
	<b>Second Semester</b>		



1.	Introducing students to the basic theories in Translation	1 <sup>st</sup>	2
2.	Introducing students to the basic theories in Translation	2 <sup>nd</sup>	2
3.	Medical Translation Practice passages	3 <sup>rd</sup>	2
4.	Medical Translation Practice passages	4 <sup>th</sup>	2
5.	Legal Translation Practice passages	5 <sup>th</sup>	2
6.	Legal Translation Practice passages	6 <sup>th</sup>	2
7.	Political Translation Practice passages	7 <sup>th</sup>	2
8.	Political Translation Practice passages	8 <sup>th</sup>	2
9.	Journalistic Translation Practice passages	9 <sup>th</sup>	2
10.	Journalistic Translation Practice passages	10 <sup>th</sup>	2
11.	Media Translation Practice passages	11 <sup>th</sup>	2
12.	Religious Translation Practice passages	12 <sup>th</sup>	2
13.	Technology and Translation (CAT Tools; Tradus; Machine Translation Programs)	13 <sup>th</sup>	2
14.	Recap and Course Assessment	14 <sup>th</sup>	2
<b>5. Teaching and Learning Methods</b>			
Review			
5.1	Lectures (offline & online)		
5.2	Controlled Translation		
5.3	Guided Translation		
5.4	Class Participation		
5.5	Short Papers and Projects		
5.6	Self-learning		
<b>6. Teaching and Learning Method for Disabled Students</b>			
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.			
<b>7. Students Assessment</b>			
<b>A. Methods of Assessment</b>	<b>7.1 Reports</b>	to assess reading & writing	



	<b>7.2 Oral Exam</b>	to assess spoken English
	<b>7.3 Listening Exam</b>	to assess listening
	<b>7.4 Written Exam</b>	to assess writing and comprehension
	<b>Final Exam 20</b>	
	<b>Total 20</b>	
<b>8. List of References</b>		
<b>A. Essential References</b>	<b>Enani, M.M. <i>The Art of Translation</i>;</b> <b>Enani, M.M. <i>Graduated Exercises in Translation from and into English</i></b>	
<b>B. Recommended Books</b>	<b>Al-Gibali, Alaa', <i>Media Arabic</i></b> <b>Kamel, Mahmoud, <i>The Translation of Conferences</i></b>	
<b>C. Electronic Materials and other sources</b>	<ul style="list-style-type: none"><li>- <a href="http://www.kwintessential.co.uk/translation/book/list.htm">www.kwintessential.co.uk/translation/book/list.htm</a>;</li><li>- <a href="http://www.youtube.com/user/oxfordonlineenglish">www.youtube.com/user/oxfordonlineenglish</a>;</li><li>- <a href="http://www.youtube.com/user/bbclearningenglish">www.youtube.com/user/bbclearningenglish</a>;</li><li>- English News Papers like Al-Ahram Weekly, laptop Computer, big class rooms, language labs, and white boards.</li></ul>	

**Course coordinator:** Dr. Mohammed Hasan

**Head of Department:** Prof. Nabila Marzouk



جامعة الفيوم / كلية الآداب  
قسم اللغة الإنجليزية

## Course Description

### American Literature En 424

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

1. Basic Information		
<b>Code:</b> En 424	<b>Course Title:</b> American Literature	<b>Level:</b> Four
<b>Major:</b> English	<b>Credit Hours:</b>	<b>Lecture:</b> 4 hours
<b>Instructor:</b> Dr. Faten Ahmed	<b>Email:</b> far01@fayoum.edu.eg	<b>Mobile:</b> 01010943333
2. Overall aims of Course		
2. Overall aims of course:	is course aims at: 1- introducing students to the significant American historical and social movements and their influence on literature 2- familiarizing students with features of the Americans novels or short stories in the realistic and romantic periods 3- Acquainting students with the major contributors to the development of American literature 4- acquainting students with the prominent American dramatists 5-appreciating American poetry 6- tracing through selected literary and historical texts the development of American consciousness, attitudes, and ideals. 7- recognizing in literary and historical texts themes that continue to challenge America (e.g. personal freedom versus group responsibility, class, gender and race consciousness, violence, religious values).	
3. Intended learning outcomes of course (ILOs)		
<b>A. Knowledge and understanding</b>	By the end of this course, students are expected to be able to a.1 discuss the development of American literature a.2. list the features of American novels, plays and poetry a.3. categorize major literary movements in American Literature a. 4. list the pioneer American novelists, dramatists, short story	



	writers and poets
<b>B. Intellectual Skills</b>	<p>b.1. read a novel written in American literature</p> <p>b. 2. configure his own ideas about the text under discussion</p> <p>b. 3. analyze the text and learn the most important elements of the novel</p> <p>b.4. comment on the themes of a novel</p> <p>b. 5. analyze the stylistics devices of a poem</p> <p>b. 6. analyze the elements of a short story</p> <p>b. 7. examine a play and a novel in their historical and social context</p>
<b>C. Professional Skills</b>	<p>c.1.analyze the elements of the novel, the play, short story i.e. plot, character ... etc.</p> <p>c.2. distinguish between the different styles of literary texts</p> <p>c.3. co-operate with others in writing a research paper.</p> <p>c.4. display ability to do self, peer and group assessment.</p> <p>c. 5. apply their knowledge on reading and appreciating literary works</p> <p>c. 6. use correct communication skills in a presentation about a related topic</p> <p>c. 7. report on how to make use of studying a novel to achieve self-development</p> <p>c. 8. develop and express, formally and/or informally, points of view on these themes in order to stimulate critical thinking.</p>
<b>D. General &amp; Transferable Skills</b>	<p>d.1 use the language fluently and intelligently</p> <p>d.2.communicate with others</p> <p>d.3. use literary analysis and appreciation</p> <p>d. 3. appreciate the personal relevance and shared values of literature and the pleasure of recognizing the universal human condition.</p> <p>d.4. use the computer and surf the net to gather information about the dramatists and their works.</p> <p>d.5. present his point of view and support it with evidences..</p>

#### 4. Course Contents

	Topic	Week	Hours
1.	Course overview Introduction to American literature The movements of American Literature	1 <sup>st</sup>	4
2.	Completion of The movements of American Literature Major themes in American Literature	2 <sup>nd</sup>	4



جامعة الفيوم / كلية الآداب  
قسم اللغة الإنجليزية

3.	The selected novel (writer's biography, plot structure and textual analysis of selected passages)	3 <sup>rd</sup>	4
4.	Themes and Techniques in the novel and textual analysis of selected passages	4 <sup>th</sup>	4
5.	Modernist features in the novel and textual analysis of selected passages	5 <sup>th</sup>	4
6.	American Poetry and its language An Analysis of a representative American poem	6 <sup>th</sup>	4
7.	An Analysis of a representative American poem	7 <sup>th</sup>	4
8.	An Analysis of a representative American poem	8 <sup>th</sup>	4
9.	Modern American Drama The biography of a selected American dramatist	9 <sup>th</sup>	4
10.	Plot structure, Conflict & Setting of the play	10 <sup>th</sup>	4
11.	Themes and textual analysis of selected extracts	11 <sup>th</sup>	4
12.	Characterization and textual analysis of selected extracts	12 <sup>th</sup>	4
13.	Symbols and textual analysis of selected extracts	13 <sup>th</sup>	4
14.	Final Revision and focusing on comparing the styles of the studied works	14 <sup>th</sup>	4

### 5. Teaching and Learning Methods

5.1	Pair Work
5.2	Discussions
5.3	Power point presentations
5.4	Videos
5.5	Lecture
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.

Copies of teacher hand-outs printed in braille

Power point presentations printed in braille.

### 7. Student Assessment



جامعة الفيوم / كلية الآداب  
قسم اللغة الإنجليزية

	<b>Peer and Group work:</b> every week	
<b>B. Time:</b>	<b>Home assignments:</b> every week	
	<b>Final examination:</b>	
	<b>Total</b> <b>100 %</b>	
<b>8. List of References</b>		
<b>A. Essential References</b>	curriculum hand-outs : American Literature <ul style="list-style-type: none"><li>- <b><i>Our Town</i> by Thornton Wilder</b></li><li>- <b><i>All My Sons</i> by Arthur Miller</b></li><li>- <b><i>The Old Man and the Sea</i> by Ernest Hemingway</b></li><li>- <b><i>Selected American Poems</i></b></li><li>- <b>Selected American Short Stories (can be taught instead of the novel)</b></li><li>- <b>Other representative works can be studied.</b></li></ul>	
<b>B. Recommended Books</b>	<i>The Norton Anthology of American Literature</i> by Ronald Gottesman Lauter, Paul & et al. <i>The Heath Anthology of American Literature</i> <ul style="list-style-type: none"><li>- Mc Quade, Donald &amp; etl. <i>The Harper American Literature</i>. New York: Harper Collins College Publishers</li><li>-</li></ul>	
<b>C. Electronic Materials and other sources</b>	<a href="http://www.sparknotes.com/lit/flies/section1.rhtml">www.sparknotes.com/lit/flies/section1.rhtml</a> <a href="http://en.wikipedia.org/wiki/Lord_of_the_Flies">http://en.wikipedia.org/wiki/Lord_of_the_Flies</a>	
<b>9. Teaching and Learning Requirements:</b>		
	9.1. Big clean classrooms. 9.2. Videos of the selected novels. 9.3. enough chairs.	

- **Course Coordinator:** Dr. Faten Ahmed Ramadan
- **Head of Department:** Prof. Nabila Aly Marzouk



جامعة الفيوم / كلية الآداب  
قسم اللغة الإنجليزية

## Course Description

### Comparative Literature EN422

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

**Program(s) in which the course is offered:** English Department Undergraduate Program

**Fourth year, Second semester**

1. Basic Information		
Code: EN 422	Course Title: comparative literature	Level: Fourth Year
Major:	Credit Hours: _	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:	This course aims at 1. Acquainting students with definitions of comparative literature as an interdisciplinary field of study. 2. Providing comparative study of representative poems, novels and plays, with special emphasis on the thematic and technical aspects of the selected works. 3. Providing a comparison between Arabic literature and English literature from a trans-cultural perspective.	
3. Intended learning outcomes of course (ILOs)		
<b>A. Knowledge and understanding</b>	By the end of this course, the student will be able to a. 1. identify the concept of comparative literature as an interdisciplinary field of study. a. 2. mention the differences between the French school and the American school of comparative literature a.3. discuss the pitfalls of French school comparatists a.4. discuss T.S. Eliot's influence on modern Arabic poetry and drama	
<b>B. Intellectual Skills</b>	b.1. examine the ways in which Hayy ibn Yaqzan, Robinson Crusoe and Don Antonio de Trazzanio are similar. b.2. Compare and contrast selected poetry by T.S. Eliot and Salah Abdul-Sabur b. 3. explore the thematic and technical parallelism between Eliot's <i>Murder in the Cathedral</i> and Abdul-Sabur's <i>Murder in Baghdad</i>	





جامعة الفيوم / كلية الآداب  
قسم اللغة الإنجليزية

	<p>b.4.analyze allusion, intertextuality and parallelism in selected poems</p> <p>b.5. comment on the manipulation of myth in Arabic literature and world literature</p> <p>b.5.eexplore the interplay between psychology and literature</p> <p>b.6. deduce the interplay between environmentalism and literature</p>
<b>C. Professional Skills</b>	<p>s.c. 1. develop and express, formally and/or informally, points of view on these themes in order to stimulate critical thinking.</p> <p>c.2 . Write critical responses in sound English language.</p> <p>c.3 . use references to evaluate the artistic features of selected Arabic and English poem</p> <p>c.4. use correct communication skills in a presentation about a related topic</p>
<b>D. General &amp; Transferable Skills</b>	<p>d.1. use the computer and surf the net to gather information about the dramatists and their works.</p> <p>d.2. improve self-learning by showing interest in reading literary works.</p> <p>d.3.co-operate with others in writing a research paper.</p> <p>d.4. display ability to do self, peer and group assessment.</p> <p>d.5. present his point of view and support it with evidences.</p> <p>d.6 Use the internet and the EKB to collect information about the works</p> <p>d.7. develop literary appreciation</p>

#### 4. Course Contents

	Topic	Week	Hours
1.	<ul style="list-style-type: none"> <li>What is comparative literature?</li> <li>Rene Wellek, Henry Remak and Susan Bassnett as pioneers in the field of comparative study</li> </ul>	1 <sup>st</sup>	4
2.	<ul style="list-style-type: none"> <li>French school of comparative literature</li> <li>Pitfalls of the French comparatists</li> </ul>	2 <sup>nd</sup>	4
3.	<ul style="list-style-type: none"> <li>American school of comparative literature</li> </ul>	3 <sup>rd</sup>	4
4.	Intertextuality and parallelism	4 <sup>th</sup>	4
5.	T.S. Eliot's influence on modern Arabic poetry	5 <sup>th</sup>	4



جامعة الفيوم / كلية الآداب  
قسم اللغة الإنجليزية

6.	Tone, allusion, and myth in Eliot's <i>The Waste Land</i> and Abdul Sabur's "Song to the Night" and "My Peerless Star"	6 <sup>th</sup>	4
7.	Imagery, free verse and broken lines in Eliot's "Ash Wednesday" and "The Love Song of J. Alfred Prufrock" and Abdul Sabur's "Dreams of the Ancient Knight"	7 <sup>th</sup>	4
8.	Thematic and technical parallelism in Eliot's <i>Murder in the Cathedral</i> and Abdul-Sabur's <i>Murder in Baghdad</i>	8 <sup>th</sup>	4
9.	A Freudian psychoanalysis of Shakespeare's <i>Othello</i>	9 <sup>th</sup>	4
10.	Hayy ibn Yakzan, <i>Robinson Crusoe</i> and <i>Don Antonio de Trazzanio</i> : A comparative perspective	10 <sup>th</sup>	4
11.	Comparison and contrast of different approaches and methods of interpretations of the three novels	11 <sup>th</sup>	4
12.	Environmentalism and literature	12 <sup>th</sup>	4
13.	An eco-critical reading of Chinua Achebe's <i>Things Fall Apart</i>	13 <sup>th</sup>	4
14.	Recap	14 <sup>th</sup>	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.

Google forms – recordings



جامعة الفيوم / كلية الآداب  
قسم اللغة الإنجليزية

## 7. Students Assessment

<b>B. Time:</b>	<b>Discussion :weekly</b>	
	<b>Presentation: weekly</b>	
	<b>Quizzes: monthly</b>	
	<b>Research paper: monthly</b>	
	<b>Final Exam: end-of-term exam</b>	
<b>C. Mark Distribution</b>	Assessment I	%
	Mid-term exam	%
	Assessment II	%
	Final	100%
	Ongoing clinical evaluation or assignment & class participation	
	<b>Total</b>	

## 8. List of References

<b>A. Essential References</b>	<ul style="list-style-type: none"><li>- T.S. Eliot's <i>Murder in the Cathedral</i></li><li>- Salah Abdul-Sabur's <i>Murder in Baghdad (Ma'sat Al-Hallaj)</i>.</li><li>- Daniel Defoe's "Robinson Crusoe"</li><li>- Ibn Tufayl's "Hayy ibn Yakzan"</li><li>- "Don Antonio de Trazanio" (anonymous)</li><li>- Achebe's <i>Things Fall Apart</i></li></ul>
<b>B. Recommended Books</b>	<ul style="list-style-type: none"><li>- Wellek, René. "The Crisis of Comparative Literature." <i>Comparative Literature: Proceedings of the Second Congress of the ICLA</i>. Ed. W. P. Friederich. 2 vols. University of Carolina Press, pp.149-59.</li><li>- Saussy, Haun, ed. <i>Comparative literature in an Age of Globalization</i> . Johns Hopkins University Press, 2006.</li></ul>
<b>C. Electronic Materials and other sources</b>	<ul style="list-style-type: none"><li>- Databases like Jstor and academic search complete</li><li>- <a href="http://www.Schoolology.com">www.Schoolology.com</a></li></ul>

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



## Course Description

### Theoretical and Practical Criticism En 414

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

1. Basic Information		
<b>Code:</b>	<b>Course Title: Theoretical and Practical Criticism</b>	<b>Level: Fourth</b>
<b>Major:</b>	<b>Credit Hours:</b>	<b>Lecture: 4 Hours</b>
<b>Instructor:</b> <b>Dr. Naglaa Saad</b>	<b>email:</b> <b>nsm01@fayoum.edu.eg</b>	<b>Mobile:</b> <b>01203132310</b>
2. Overall aims of Course		
<b>2. Overall aims of course:</b>	1. Introducing students to the history of literary criticism of the modern period. 2. Familiarizing students with the cultural, historical and philosophical background to modern criticism 3. Giving students enough practice in analyzing literary works in the light of the studied critical approaches. 4. Introducing students to the different critical theories and approaches to literature as expounded by T. S. Eliot, Ferdinand de Saussure, and Edward Said. 5. Enabling students to see the development of literary criticism in context	
3. Intended learning outcomes of course (ILOs)		
<b>A. Knowledge and understanding</b>	a.1. discuss recent trends in literary theory. a.1. list and describe various approaches to literary analysis. a.3. identify the effect of contextual factors on literary work.	
<b>B. Intellectual Skills</b>	b.1. analyze the political and social effects on literary texts. b.2. diagram a complete mental image about various critical schools and their beliefs.	
<b>C. Professional Skills</b>	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 Sts' own	



	approach.		
<b>D. General &amp; Transferable Skills</b>	<b>d.</b> 1. improve critical thinking skills. d. 2. apply literary analysis properly to a text. d. 3. write creatively about a literary text.		
<b>4. Course Contents</b>			
	<b>Topic</b>	<b>Week</b>	<b>Hours</b>
<b>1.</b>	Course Overview A brief survey to The late Nineteenth and Twentieth Centuries Critical Approaches	<b>1<sup>st</sup></b>	<b>4</b>
<b>2.</b>	Hermeneutics	<b>2<sup>nd</sup></b>	<b>4</b>
<b>3.</b>	Hermeneutics (continued)	<b>3<sup>rd</sup></b>	<b>4</b>
<b>4.</b>	Russian Formalism (Victor Shklovsky, Roman Jakobson, T. S. Eliot).	<b>4<sup>th</sup></b>	<b>4</b>
<b>5.</b>	Russian Formalism (Victor Shklovsky, Roman Jakobson, T. S. Eliot). (continued)	<b>5<sup>th</sup></b>	<b>4</b>
<b>6.</b>	Reader-Response and Reception Theory (Edmund Husserl, Martin Heidegger, Hans Robert Jauss).	<b>6<sup>th</sup></b>	<b>4</b>
<b>7.</b>	Reader-Response and Reception Theory (Edmund Husserl, Martin Heidegger, Hans Robert Jauss)	<b>7<sup>th</sup></b>	<b>4</b>
<b>8.</b>	Semiotics (Charles Sanders Peirce, Ferdinand de Saussure)	<b>8<sup>th</sup></b>	<b>4</b>
<b>9.</b>	Semiotics (Charles Sanders Peirce and Ferdinand de Saussure) (continued)	<b>9<sup>th</sup></b>	<b>4</b>
<b>10.</b>	Feminism and the three Waves (Virginia Woolf, Simone de Beauvoir, Elaine Showalter, Michele Barrett, Julia Kristeva, Helene Cixous).	<b>10<sup>th</sup></b>	<b>4</b>
<b>11.</b>	Feminism and the three Waves (Virginia Woolf, Simone de Beauvoir, Elaine Showalter, Michele Barrett, Julia Kristeva, Helene Cixous). (continued)	<b>11<sup>th</sup></b>	<b>4</b>
<b>12.</b>	Historicism and New Historicism (Karl Marx, Stephen Greenblatt, Michel Foucault).	<b>12<sup>th</sup></b>	<b>4</b>
<b>13.</b>	Historicism and New Historicism (Stephen Greenblatt, Michel Foucault).	<b>13<sup>th</sup></b>	<b>4</b>
<b>14.</b>	Recap	<b>14<sup>th</sup></b>	<b>4</b>



## 5. Teaching and Learning Methods

<b>5.1</b>	Pair Work
<b>5.2</b>	Group Work
<b>5.3</b>	Communicative Approach
<b>5.4</b>	Language Lab. (cassettes, visual aids, ...)
<b>5.5</b>	Lecture
<b>5.6</b>	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>B. Time:</b>	<b>Quiz (1)</b>	
	<b>Mid-term</b>	
	<b>Quiz (2)</b>	
	<b>Final Exam</b>	
<b>C. Mark Distribution</b>	Assessment I	%
	Mid-term exam	%
	Assessment II	%
	Final	%
	Ongoing clinical evaluation or assignment & class participation	
	<b>Total</b>	

## 8. List of References

<b>A. Essential References</b>	Course Notes. Teacher's Course Book - Notes introduced by the lecturer in class.
<b>B. Recommended Books</b>	- Eliot, T. S. <i>Tradition and the Individual Talent</i> . - Culler, Jonathan. <i>Structuralist Poetics</i> . - Iser, Wolfgang. <i>The Act of Reading: A Theory of Aesthetics</i> .



<p><b>C. Electronic Materials and other sources</b></p>	<p>Periodicals, Web Sites, ..... etc. • <a href="http://WWW.Litrarycriticism.com">WWW.Litrarycriticism.com</a></p>
---	--

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