

REPUBLIQUE ALGERIENNE DEMOCRATIQUE ET POPULAIRE

MINISTERE DE L'ENSEIGNEMENT SUPERIEUR
ET DE LA RECHERCHE SCIENTIFIQUE



AMENDEMENT

OFFRE DE FORMATION MASTER

ACADEMIQUE

Etablissement	Faculté / Institut	Département
Université Mohamed Boudiaf, M'sila	Faculté des Lettres et des Langues	Département des Lettres et Langue Anglaise

Domaine : Lettres et Langues Etrangères

Filière : Langue Anglaise

Spécialité : Littérature et Civilisation

Année universitaire : 2024-2025

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التعليم العالي و البحث العلمي



تعديل

عرض تكوين
ماستر أكاديمي

المؤسسة	الكلية/ المعهد	القسم
جامعة محمد بوضياف، المسيلة	كلية الآداب واللغات	الآداب واللغة انجليزية

الميدان: الآداب واللغات الأجنبية

الشعبة: لغة انجليزية

التخصص: أدب وحضارة

السنة الجامعية: 2024-2025

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I – Fiche d'identité du Master
(Tous les champs doivent être obligatoirement remplis)

1 - Localisation de la formation :

Faculté (ou Institut) : Faculté des Lettres et des Langues

Département : Des Lettres et de Langue Anglaise

2- Partenaires de la formation *:

- autres établissements universitaires :

Néant

- entreprises et autres partenaires socio économiques :

Néant

- Partenaires internationaux :

Néant

* = Présenter les conventions

3 – Contexte et objectifs de la formation

A–Conditions d'accès *(indiquer les spécialités de licence qui peuvent donner accès au Master)*

Les Diplômes

Licence en Anglais LMD (3 années d'études)

Licence d'enseignement (classique), option Anglais (4 années d'études)

Autres

Nombre de places pédagogiques disponibles

Sélection des candidatures se fait sur la base de classement qui prend en considération le profil de la formation, évaluation, progression, compensation, rattrapage, redoublement, et sanctions disciplinaires

B - Objectifs de la formation *(compétences visées, connaissances pédagogiques acquises à l'issue de la formation- maximum 20 lignes)*

1. Knowledge

At term of this Master program of study, students will be able to:

Distinguish and describe important historical and literary periods relating to the United Kingdom and the United States and recognize the various actors who shaped the character of both countries; describe events and developments in Anglo-American history and literature in terms of causation, continuity, change; Understand different interpretations and debates in history and literature; Recognize the importance of sources(primary and secondary)in the production of historical and literary writings.

2. Skills

Students will be able to:

Recall facts and produce coherent historical and literary writings; think critically and produce rational oral arguments in the context of a class discussion; identify relevant literatures in specific fields and distinguish a good scholarship from poor one; respect

ethical practices and observe scientific objectivity through regular written assignments of varying lengths.

Ultimately, the student should be able to formulate his/her own Master Mémoire and conduct research in a scholarly manner as this program represents a crucial step which opens upon doctoral research.

C – Profils et compétences métiers visés (*en matière d'insertion professionnelle - maximum 20 lignes*) :

This Master program seeks to further and deepen students' knowledge of Anglo-American histories and literatures.

History and literature are closely interrelated. Literature is the product of its times, i.e. : its context is always to some extent historical. But history too is literature, otherwise how may one classify Booker T. Washington's *Up from Slavery: An Autobiography* (1901) or Tony Blair's *A Journey: My Political Life* (2010)? The purpose of this project, therefore, is to present history and literature as a tandem. But why should one engage in such an educational program?

Although English as a language forms a significant part of this Master, its historical context looms high. In a global age where western values of political democracy and economic liberalism are sweeping the world, it is imperative for our students to get relevant knowledge about western societies, particularly the USA and the UK, so as to understand today's prevailing patterns and be able to approach them critically and analytically.

Acquiring English is necessary in our webbed environment but understanding the cultures lying behind it is even more so. Cultural studies provide our students with a cultural dimension needed in language acquisition; this will enable them to develop better understanding of the world around them. But this cannot be acquired without training students in appropriate methods and skills. Theoretical and methodological tools are hence introduced to enhance the students' ability to interact with other societal patterns that are alien to them.

All this is accompanied by the module of Teaching English as a Foreign Language which gives an opportunity to students of such specialty to develop a set of skills needed for the activity of foreign language teaching as well as modules which aim at making better citizens and professionals in the areas of legislation, communication competences, and work ethics.

D- Potentialités régionales et nationales d'employabilité

Employability of the graduates of this Master is possible both at a regional as well as a national level. The market of employment is large enough to absorb them:

First, at a regional level, employment opportunities are offered at the various levels of national education. Although the urban areas seem to be fully provided for with English teachers, the remote rural areas are still in need for our university graduates.

Second, local economic actors, mainly those in the import-export trade, seem to favor graduates from our department; either for handling information on the web or accompanying them on their business trip abroad. Already, a number of Licence-Degree holders are employed as such.

Last, the Master graduates have a predilection for post-graduate studies. Enrolling in a Master's degree qualifies for access to doctoral studies, hence the possibility of recruitment at a university level. At this level, there is a terrible lack of a qualified teaching staff. Our future Master graduates will certainly help as student-teachers while working on their doctoral dissertation.

E – Passerelles vers d'autres spécialités

Spécialité : Didactique des Langues Etrangères

- Critical Thinking
- Academic Writing
- Communication competences

F – Indicateurs de suivi de la formation

This Master in “Anglo-American Studies” offers one form of personal research work : standardization of curriculum at the end of which a written “Mémoire” is foreseen.

G – Capacité d'encadrement (donner le nombre d'étudiants qu'il est possible de prendre en charge) : **120 étudiants**

4 – Moyens humains disponibles

A : Enseignants de l'établissement intervenant dans la spécialité : Littérature et Civilisation

Nom, prénom	Diplôme graduation + Spécialité	Diplôme Post graduation + Spécialité	Grade	Type d'intervention *	Emargement
Mourad TOUATI	LICENCE LANGUE ANGLAISE	DOCTORAT/ APPLIED LINGUISTICS AND LITERATURE	MCA	Cours/TD et encadrement	Touati
Bachir SAHED	LICENCE LANGUE ANGLAISE	DOCTORAT/LITTERATURE	MCA	Cours/TD et encadrement	Sahed
Khaoula REBAHI	LICENCE LANGUE ANGLAISE	DOCTORAT/ LITTERATURE	MAA	Cours/TD et encadrement	REBAHI
Mohammed SENOUSI	LICENCE LANGUE ANGLAISE	DOCTORAT/ LITTERATURE	MCA	Cours/TD et encadrement	Senoussi
Mohammed GOUFFI	LICENCE LANGUE ANGLAISE	DOCTORAT/LITTERATURE	MCA	Cours/TD et encadrement	Goiffi
Nassima AMIROUCHE	LICENCE LANGUE ANGLAISE	DOCTORAT/ LITTERATURE ET CIVILISATION	MCA	Cours/TD et encadrement	Amirouche
Amel BENIA	LICENCE LANGUE ANGLAISE	MAGISTER/ LITTERATURE	MAA	Cours/TD et encadrement	Benia
Youcef BENNAA	LICENCE LANGUE ANGLAISE	DOCTORAT/ CIVILISATIONS	MCA	Cours/TD et encadrement	Bennaa
Abla AHMED KADI	LICENCE LANGUE ANGLAISE	DOCTORAT/LANGUE ET LITTERATURE	MCA	Cours/TD et encadrement	Ahmed Kadi
Sabah FARRAH	LICENCE TRADUCTION AR-FR-ANG	MAGISTERE/TRADUCTION AR-FR-ANG	MAA	Cours/TD et encadrement	Farrar
Karima LAOUIDJI	LICENCE LANGUE ANGLAISE	MAGISTERE/CIVILISATION ET LITTERATURE AMERICAINE	MAA	Cours/TD et encadrement	Laouidji
Noureddine REFICE	LICENCE LANGUE ANGLAISE	MAGISTER/LINGUISTIQUE APPLIQUEE	MAA	Cours/TD et encadrement	Refice
Abdelmadjid TAYOUB	LICENCE LANGUE ANGLAISE	MAGISTER/LINGUISTIQUE APPLIQUEE	MAA	Cours/TD et encadrement	Tayoub
Mohamed Djemai SABER	LICENCE LANGUE ANGLAISE	MAGISTERE/LINGUISTIQUE APPLIQUEE	MCB	Cours/TD et encadrement	SABER
Imane CHERIET	LICENCE LANGUE ANGLAISE	DOCTORAT/DIDACTIQUE ET PSYCHOLOGIE DE L'EDUCATION	MCB	Cours/TD et encadrement	Cheriet

* = Cours, TD, TP, Encadrement de stage, Encadrement de mémoire, autre (à préciser)

Le chef de département

B : Encadrement Externe :

Etablissement de rattachement :

Nom, prénom	Diplôme graduation + Spécialité	Diplôme Post graduation + Spécialité	Grade	Type d'intervention *	Emargement

Etablissement de rattachement :

Nom, prénom	Diplôme graduation + Spécialité	Diplôme Post graduation + Spécialité	Grade	Type d'intervention *	Emargement

Etablissement de rattachement :

Nom, prénom	Diplôme graduation + Spécialité	Diplôme Post graduation + Spécialité	Grade	Type d'intervention *	Emargement

*** = Cours, TD, TP, Encadrement de stage, Encadrement de mémoire, autre (à préciser)**

5 – Moyens matériels spécifiques disponibles

A- Laboratoires Pédagogiques et Equipements : Fiche des équipements pédagogiques existants pour les TP de la formation envisagée (1 fiche par laboratoire)

L'Université de M'Sila est dotée de deux laboratoires multimédia, fonctionnels depuis 2006. Dans le cadre du cursus LMD, deux autres laboratoires seront réceptionnés aux cours de l'année universitaire 2015/2016

Intitulé du laboratoire : Laboratoire numérique de langue N°01

Capacité en étudiants : 40 postes

N°	Intitulé de l'équipement	Nombre	Observations
01	Poste administrateur	01	P4 HP (cpu 3ghz, 512 ram, lecteur dvd ,hdd 80go, carte d'acquisition)
02	Poste professeur	01	P4 rombus (cpu 3ghz, 512 ram, lecteur dvd, hdd 80go)
03	Lecteur vidéo (vhs)	01	Philips
04	Lecteur k7	01	Double bandes
05	Lecteur dvd	01	cherokee
06	Logiciel de visionnement est suivi des cours	01	
07	Poste étudiants	40	P4 HP (cpu 3ghz, 512 ram, lecteur dvd, hdd 80go,)
08	data show	01	De marque
09	Logiciel de montage (audio, vidéo)	01	
10	Table étudiant	20	biplace
11	Commutateur réseau	01	Relie postes étudiants avec l'administrateur et le professeur
12	Chaise amovible	41	
13	Caméscope	01	
14	Rétroprojecteur	01	

Intitulé du laboratoire : Laboratoire numérique de Langue N°2

Capacité en étudiants : 40 postes

N°	Intitulé de l'équipement	Nombre	Observations
01	Poste administrateur	01	P4 HP (cpu 3ghz, 512 ram, lecteur dvd ,hdd 80go, carte d'acquisition)
02	Poste professeur	01	P4 rombus (cpu 3ghz, 512 ram, lecteur dvd, hdd 80go)
03	Lecteur vidéo (vhs)	01	Philips
04	Lecteur k7	01	Double bandes
05	Lecteur dvd	01	cherokee
06	Logiciel de visionnement est suivi des cours	01	
07	Poste étudiants	40	P4 HP (cpu 3ghz, 512 ram, lecteur dvd, hdd 80go,)
08	data show	01	De marque
09	Logiciel de montage (audio, vidéo)	01	
10	Table étudiant	20	biplace
11	Commutateur réseau	01	Relie postes étudiants avec l'administrateur et le professeur
12	Chaise amovible	41	
13	Caméscope	01	
14	Rétroprojecteur	01	

B- Terrains de stage et formation en entreprise : Néant

Lieu du stage	Nombre d'étudiants	Durée du stage

C- Laboratoire(s) de recherche de soutien au master :

Chef du laboratoire
N° Agrément du laboratoire
Date :
Avis du chef de laboratoire :

Chef du laboratoire
N° Agrément du laboratoire
Date :
Avis du chef de laboratoire:

D- Projet(s) de recherche de soutien au master :

Intitulé du projet de recherche	Code du projet	Date du début du projet	Date de fin du projet

II – Fiche d'organisation semestrielle des enseignements

(Prière de présenter les fiches des 4 semestres)

➤ **Semestre 1 :**

Spécialité : Littérature et Civilisation

Unité d'Enseignement	VHS	V.H hebdomadaire				Coeff	Crédits	Mode d'évaluation	
	15sem	C	TD	TP	Autres			Continu	Examen
UE fondamentales									
British Civilisation (BC)	67h30	1h30	03h		82h30	3	6	40%	60%
African Studies (AFS)	45h00	1h30	1h30		55h00	2	4	40%	60%
British Literature (BL)	45h00	1h30	1h30		55h00	2	4	40%	60%
Literary Theory and Criticism (LTC)	45h00	1h30	1h30		55h00	2	4	40%	60%
UE méthodologie									
Research Methodology (RM)	55h00	1h30	2h30		65h00	3	5	40%	60%
Academic Reading and Writing (ARW)	45h00	-	3h00		55h00	2	4	100/%	-
UE découverte									
Teaching English as a Foreign Language (TEFL)	45h00		3h00		05h	2	2	-	100/%
UE transversales									
Translation (Tr.)	22h30	-	1h30		2h30	1	1	100/%	-
Total Semestre1	375h00	07h30	17h30		375h00	17	30		

➤ **Semestre 2 :**

Spécialité : Littérature et Civilisation

Unité d'Enseignement	VHS	V.H hebdomadaire				Coeff	Crédits	Mode d'évaluation	
	15 sem	C	TD	TP	Autres			Continu	Examen
UE fondamentales									
American Civilisation (AC)	67h30	1h30	03h		82h30	3	6	40%	60%
American Literature (AL)	45h00	1h30	1h30		55h00	2	4	40%	60%
Literary Theory and Criticism (LTC)	45h00	1h30	1h30		55h00	2	4	40%	60%
African Studies (AFS)	45h00	1h30	1h30		55h00	2	4	40%	60%
UE méthodologie									
Research Methodology (RM)	55h00	1h30	2h30		65h00	3	5	40%	60%
Academic Reading and Writing (ARW)	45h00	-	3h00		55h00	2	4	100/%	-
UE découverte									
Teaching English as a Foreign Language (TEFL)	45h00		3h00		05h	2	2	-	100/%
UE transversales									
ICTs	22h30	-	1h30		2h30	1	1	100/%	-
Total Semestre1	375h00	07h30	17h30		375h00	17	30		

3- Semestre 3 :

Spécialité : Littérature et Civilisation

Unité d'Enseignement	VHS	V.H hebdomadaire				Coeff	Crédits	Mode d'évaluation	
	15 sem	C	TD	TP	Autres			Continu	Examen
UE fondamentales									
Contemporary British and American Civilization (CBAC)	67h30	1h30	03h		82h30	3	6	40%	60%
Contemporary British and American Literature (CBAL)	45h00	1h30	1h30		55h00	2	4	40%	60%
Literary Theory and Criticism (LTC)	45h00	1h30	1h30		55h00	2	4	40%	60%
Comparative Literature (CL)	45h00	1h30	1h30		55h00	2	4	40%	60%
UE méthodologie									
Research Methodology Seminar (RMS)	55h00	1h30	2h30		65h00	3	5	40%	60%
Academic Communication Skills (ACS)	45h00	-	3h00		55h00	2	4	100/%	-
UE découverte									
Educational Psychology (EP)	45h00		3h00		05h	2	2	-	100/%
UE transversales									
Ethics & Deontology (ED)	22h30	1h30	-		2h30	1	1	100/%	-
Total Semestre 3	375h00	09h00	16h00		375h00	17	30		

4- Semestre 4 :

Domaine : Lettres et Langues Etrangères
Filière : Langue Anglaise
Spécialité : Littérature et Civilisation

Finalisation du mémoire de Master et Présentation devant un Jury

	VHS	Coeff	Crédits
Travail Personnel	/	/	/
Rédaction de Mémoire	750h	17	30
Total Semestre 4	750h	17	30

5- Récapitulatif global de la formation :(indiquer le VH global séparé en cours, TD, pour les 04 semestres d'enseignement, pour les différents types d'UE)

UE VH	UEF	UEM	UED	UET	Total
Cours	337h30	00	67h30	67h30	405h
TD	270h	315h	67h30	00h	585h
TP	-	-	-	-	-
Travail personnel	741h	360h	15h	8h	1125h
Autre Mémoire	750h	/	/	/	750h
Total	2099	675h	150h	75h30	3000h
Crédits	84	27	6	3	120
% en crédits pour chaque UE	70 %	22,5%	5%	2,5%	100%

III - Programme détaillé par matière (1 fiche détaillée par matière)

Intitulé du Master : Littérature et Civilisation

Semestre : 1

Intitulé de l'UE : Fondamentale

Intitulé de la matière : British Civilisation

Credits: 6

Coefficients: 3

Objectifs de l'enseignement:

At term, the student will be able to develop and understand the basic narrative of British history from old age to Modern age) and synthesize and address the major events, ideas, and transformations in British religious, social, cultural, political and economic history.

Connaissances préalables recommandées:

Culture de la Langue, Civilisation de la Langue, Contacts et Relations de Cultures, Identités et Universalités, Documents Authentiques (Universels)

Contenu de la matière:

Medieval England

- Introduction
- The Backdrop
- The Kingship
- Feudalism a social status
- The Church
- Wealth and wages

The Renaissance 1485- 1660

- Tudor sovereignty
- The Early Stuarts
- The British Nations
- Culture and Society
- Poverty and crime
- Politics, power and ideologies
- Beliefs and thoughts
- Nationhood, colonialism and empire

Modèle d'évaluation: Contrôle continu et examen

Références:

- Black, Jeremy. *Trade, Empire and British Foreign Policy, 1689-1815: Politics of a Commercial State*. Routledge, 2007.
- Burns, Arthur, eds. *Rethinking the Age of Reform Britain 1780–1850*. CUP, 2003.
- Collini, Stefan and Richard Whatmore, eds. *Economy, Polity, and Society: British Intellectual History, 1750–1950*. CUP, 2000.
- *History, Religion, and Culture: British Intellectual History, 1750–1950*. CUP, 2000. Darhie, Richard. *A History of Britain: Key Events That Shaped Britain*. Arcturus, 2007.
- Darwin, John. *Empire Project: Rise and Fall of the British World-System, 1830-1970*. CUP, 2009.
- Harvie, Christopher and H.C. G. Matthew. *Nineteenth-Century Britain: A Very Short Introduction*. OUP, 2000.
- Lawrence, Jon. *Electing Our Masters: Hustings in British Politics from Hogarth to Blair*. OUP, 2009.
- Levine, Philippa. *The British Empire: Sunrise to Sunset*. Longman, 2007.
- McCord, Norman and Bill Purdue. *British History, 1815–1914*, Second edition. OUP, 2007.
- Morgan, Kenneth. *Slavery and the British Empire: From Africa to America*. Oxford, 2007.
- Oakland, John. *British Civilization: An Introduction*, 5th ed. Routledge, 2002.

Intitulé du Master : Littérature et Civilisation

Semestre : 1

Intitulé de l'UE : Fondamentale

Intitulé de la matière : Africain Studies

Credits: 4

Coefficients: 2

Objectifs de l'enseignement:

Since we are in the world of Englishes and Africans are mostly a very important constituent in the development of both British literature and civilisation, it is fairly needed to have an outlook over the African historical, political and social ties with the European colonialism and to what extent such an event was influential on the American soul to contribute later in a cultural product that had enriched the world English patrimony.

Connaissances préalables recommandées:

Culture de la Langue, civilisation Africaine Contacts et Relations de Cultures

Contenu de la matière:

- Introducing the African Continent
- African social organization
- African cultural and political structure
- African contacts with the Europeans
- From discovery to slavery
- From slavery to colonialism
- From colonialism to independence
- The Aftermath of European colonialism

Modalité d'évaluation: Contrôle continu et examen

Modalité d'évaluation: Continu+Examen

Références:

- Barber, K, "Views of the Field: Introduction," Readings in African Popular Culture.
- Cooper, F. (2002). Africa since 1940: The Past of the Present. Cambridge
 - Cooper, F. (2005). Colonialism in Question: Theory, Knowledge, History. Berkeley
 - Iliffe, J. (1995). Africans: The History of a Continent. Cambridge
 - K. O. Dike. (1956). Trade and Politics in the Niger Delta, 1830–1885. London
 - McCann, James C. (1999). Green Land, Brown Land, Black Land: An Environmental History of Africa, 1800–1990. Portsmouth, NH
 - Miller, Joseph C. (1999). History and Africa/Africa and History', American Historical Review,
 - Parker, J and Rathbone, R. (2007). African History: A Very Short Introduction. OUP: New York
 - Thornton, J. (1998). Africa and Africans in the Making of the Atlantic World, 1400–1800. Cambridge

Intitulé du Master : Littérature et Civilisation

Semestre : 1

Intitulé de l'UE : Fondamentale

Intitulé de la matière : British Literature

Credits: 4

Coefficients: 2

Objectifs de l'enseignement:

Read literary selections from various genres of English literature and react intellectually, emotionally, and aesthetically to their content both orally and in writing. Also understand and employ the meanings of basic literary terms in discussion over and oral presentations of literary topics.

Connaissances préalables recommandées:

Textes Littéraires, Genres Littéraires, Genres Littéraires (Lectures critiques), Genres Dominants

Contenu de la matière:

The Restoration and eighteenth century, 1660-1780

- Literature and Letters
- Poetry, drama, the novel
- Literary criticism
- The Enlightenment
- Texts and issues
- Eighteenth century slave narratives
- **Readings:** Aphra Behn's Oroonoko, the Royal slave, Daniel Defoe; Robinson Crusoe, Alexander Pope; Essay on Man,

The Romantic Period 1780- 1832

- Literary Overview
- Continuities and influences
- The periodical review
- Authors, texts and subjects
- Class, power and politics
- Land and landscape
- Science
- Gender and sexuality
- Nationhood, empire and the Orient
- **Readings:** William Wordsworth, Lines Composed a Few Miles above Tintern Abbey. Jane Austin; Sense and Sensibility,

The Victorian Age 1852- 1901

- Continuities and Influences
- Language, forms, genres and styles
- Texts and issues
- City scapes, countrysides and Victorian ruralism
- Science, nature and the crisis of faith
- Empire, race and national identity
- **Readings:**
- Charlotte Bronte; Jane Empire, race and national identity
- **Readings:**

- Charlotte Bronte; Jane Eyre, Charles Dickens' Bleak House; Christina Rossetti; Coblin Market.

The Twentieth Century 1901- 1939

- Literary Overview
- Continuities and innovations
- The literary market place
- Texts and issues – the WWI, the position of women, psychology, perception and the question of meaning
- **Readings :**
- H. G. Wells; Tono-Bungay(1909), Lawrence, The Rainbow, T.S. Elliot ; the Waste Land.

Mode d'évaluation: Contrôle continu et Examen

Références:

- Abrams, M.H.,et. al.,eds.*The Norton Anthology of English Literature*. 8th edition. Vol.2.W.W.Norton andCompany, 2006.
- Adams, James Eli .*A History of Victorian Literature*.Wiley-Blackwell,2009
- Arana, R.VictoriaandLauri Ramey.*Black BritishWriting*.PalgraveMacMillan,2004.
- Bond,Brian. *The Unquiet WesternFront - Britain 'sRoleinLiteratureandHistory*. CUP,2004. Chambers,Ellie.*Teaching&Learning EnglishLiterature*. Sage Publications,2006.
- Quinn,Edward. *HistoryinLiterature:AReader'sGuide to20th-Century HistoryandtheLiterature ItInspired*. FactsOnFile, 2004.
- Rogers, Pat, ed.*TheOxfordIllustratedHistoryof EnglishLiterature*. OUP, 1990.
- Williams, Jeffrey.*TheoryandtheNovel: Narrative Reflexivityinthe BritishTradition*. Cup, 2004.
- Wynne-Davies,Marion, ed.*TheBloomsburyGuide to EnglishLiterature*. PrenticeHall,1990

Intitulé du Master : Littérature et Civilisation
Semestre : 1
Intitulé de l'UE : Fondamentale
Intitulé de la matière : Literary Theory and Criticism
Credits: 4
Coefficients: 2

Objectifs de l'enseignement:

This course seeks to introduce students to some of the most important schools of literary theory and criticism in the 20th Century that have had significant impact on the study of literature. In each unit, we explore the philosophical framework informing the school in question as well as its central tenets and main interpretative strategies. We look in particular for each school's definition of the nature of the relationship between text and reality, the nature of the relationship between the text and its author (the question of authorship)..

Connaissances préalables recommandées:

Enable students to grasp some theoretical concepts in literature
Explain to students how to apply theoretical perspectives to literary works
Reveal to students the relationships among theories – their differences, similarities, strengths, and weaknesses – by applying them all to literary works.

Contenu de la matière:

- An Overview of Literary Theory and Criticism
- Elements of literary Criticism
- Major Categories and Approaches:
 - A) Mimetic Theory: Platonic *principle* and Aristotelian Theory of Literature
 - B) Pragmatic Theory: Horace and Philip Sydney Theory of Literature
 - C) Expressive: *The Literary Theory of William Wordsworth*
 - D) Objective Theory: *The Literary Theory of T. S. Eliot*
- Literature and history
- Reading, writing and reception
- Cultural identity, literature and criticism

Moded'évaluation: Contrôle continu et examen

Références:

- Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester University Press,1995.
- Bertens, Hans. *Literary Theory (TheBasics)* ,2nded. Routledge,2008.
- Caws, Peter. *Structuralism: The Art of the Intelligible*. Humanities Press,1988.
- Culler, Jonathan. *Literary Theory: A Very Short Introduction*. OUP,2000.
- Dickstein, Morris. *Double Agent: The Critic and Society*.NewYork: O.U.P.,1992.
- Hartman ,Geoffrey H. *Saving the Text, Literature/Derrida/Philosophy*. Johns Hopkins University Press,1985.
- Righter, William. *The Myth of Theory*.Cambridge:CambridgeU.P. 1994.
- Selden, Raman. *A Reader's Guide to Contemporary Literary Theory*,5thed. Longman, 2005.
- Wolfreys ,Julian. ed. *Introducing Literary Theories: A Guide and Glossary*. Edinburgh: Edinburgh University Press,2003.

Intitulé du Master : Littérature et Civilisation

Semestre : 1

Intitulé de l'UE : Méthodologique

Intitulé de la matière : Research Methodology

Credits: 5

Coefficients: 3

Objectifs de l'enseignement

This course is to help students design their projects by addressing the fundamentals of research designs and methods in social sciences. The course covers a variety of issues: the selection of research topic, the articulation of research questions, the development of theory, the derivation of empirically testable hypotheses, and the analysis of quantitative and qualitative data. The course exposes you to various research approaches in social sciences, especially in political science.

Connaissances préalables recommandées

Conduct scientific research, which is reproducible by other researchers;
Identify theories, hypotheses, and methods used in social science research;
Identify theories, hypotheses, and methods used in social science research;
Choose a method and apply it to your own research in order to answer your research questions;
Analyze data and communicate the results in an appropriate fashion.

Objectifs de l'enseignement:

Students will be introduced to theories and appropriate methods and techniques for doing original research taking into consideration the interdisciplinary nature of this Master program of study. The aim is to enhance their ability to collect and analyze data and formulate research projects.

Connaissances préalables recommandées:

Méthodologie du Travail Universitaire

Contenu de la matière:

The Academic writing Process

- Thinking about writing processes
- Distinguishing between academic style and personal writing
- The grammar of academic discourse
- The writing process

Researching and writing

- Recognizing categories and classifications
- The language of classification
- The structure of the research paper

Fundamentals and feedback

- Exploring comparison and contrast structures
- The language of comparison and contrast
- The research paper

- Identifying the research gap
- The writing process

Definition, vocabulary and academic clarity.

- The clarity principle
- The language of definition
- The place of definition in an academic text
- Understanding academic vocabulary.

Mode d'évaluation: Contrôle continu et Examen

Références

Blaxter, Loraine. (2010). How To Research (4th Edition), Open University: Press .Maiden head , England.

Bell, J. (1993), Doing Your Research Project - A Guide for First-Time Researchers in Education and Social Science, 2. edn, Open University Press, Buckingham.

Bickman, L. & Rog, D. J. (1998), Handbook of Applied Social Research Methods, Sage Publications, London.

Dawson, Catherine (2007). A Practical Guide to Research Methods. Oxford: UK

Intitulé du Master : Littérature et Civilisation

Semestre : 1

Intitulé de l'UE : Méthodologique

Intitulé de la matière : Academic Reading and Writing

Credits: 4

Coefficients: 2

Objectifs de l'enseignement:

This course is an overview of writing and organizational skills necessary for completion of a dissertation and submission of articles for publication. It includes components of research design. This course is designed to help students master the writing of a proposal for a dissertation, along with gaining an understanding of writing article for publication. Therefore, semester 1 aims at familiarizing students with the principles of article writing and give them practice in producing quality articles.

Connaissances préalables recommandées

- ✓ Identify the steps in the article process;
- ✓ Describe the primary components of the article;
- ✓ Demonstrate scholarly writing skills including acumen, clarity, and conciseness, on a topic related to their articles interest.

Contenu de la matière :

Writing Report and research paper

- Types of research reports : Brief reports and Detailed reports;
- Report writing: Structure of the research report
- Formulation rules for writing the report:
- Preliminary section,
- Main report, Interpretations of Results and Suggested Recommendations;
- Guidelines for presenting tabular data, Guidelines for visual Representations

Mode d'évaluation: Contrôle continu et Examen

Références

- Belcher, W.L. (2009). Writing your journal article in twelve weeks: A guide to academic publishing success. Thousand Oaks: California.
- Publication Manual of the American Psychological Association (6th Ed). (2001). Washington, DC: American Psychological Association.
- Philip Gerard. Creative Nonfiction: Researching and Crafting Stories of Real Life. Long Grove, IL: Waveland Press, 1996. ISBN 9781577663393
- Walt Harrington, ed. Intimate Journalism: The Art and Craft of Reporting Everyday Life. Thousand Oaks:

Intitulé du Master : Littérature et Civilisation

Semestre : 1

Intitulé de l'UE : Découverte

Intitulé de la matière : Teaching English as a Foreign Language

Credits: 2

Coefficients: 2

Objectifs de l'enseignement :

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

- Understand the principles of language teaching and learning, including theories of language acquisition and pedagogical approaches.
- Understanding of effective lesson planning, materials development, and instructional strategies for teaching English language skills (listening, speaking, reading, writing).
- Use practical classroom management techniques and strategies for creating inclusive and supportive learning environments.
- Use a variety of assessment techniques and tools for evaluating English language proficiency and monitoring student progress.

Connaissances préalables recommandées:

The student should have acquired the principle concepts and background knowledge of didactics and applied linguistics.

Contenu de la matière :

CHAPTER I: Theoretical background

- Definition of TEFL
- English as a Foreign Language
- A historical overview of TEFL
- TEFL Vs TESL
- The importance of TEFL as an educational experience
- Teaching Vs Learning
- Didactics Vs TEFL
- Pedagogy Vs Andragogy
- Researching English language teaching
- Teachers and learners roles
- Approaches to language – approaches to teaching
- Learner-centered teaching

CHAPTER II: English language teaching Methods and approaches

- The difference between an approach, method and technique
- Language Theories within the context of TEFL (structuralism, behaviorismetc)
- Learning theories within the context of TEFL (behaviourism, social constructivism...etc)
- Approaches of English language learning in EFL classrooms
 - Standard based approach
 - Competency based approach
 - Communicative Language Teaching approach
 - Content based approach
 - Content and Language Integrated Approach (CLIL)
 - Humanistic Approach

- Eclectic approach
- Methods of English language Teaching
 - Grammar Translation Method
 - The Direct method
 - Audiolingual method
 - The Silent method
 - Suggestopedia
 - Total Physical Response
 - Communicative language teaching
 - Suggestopedia
 - New methods (game-basedetc)

CHAPTER III: Lesson Planning

- Principles of lesson planning
- Components of a lesson Plan
- The importance of lesson planning process
- Teaching objectives and goals
- Bloom Taxonomy

CHAPTER IV: Teaching Materials/Material development

- Teaching materials (importance, classifications...etc)
- Correlate to teaching material
- learning styles and context
- Designing Teaching Materials
- Designing Teaching activities
- Practice with sample lesson plans

Chapter V: Teaching Language Skills

- Teaching Language Skills
- Teaching Receptive skills
- Teaching productive skills
- Integrating language skills in lesson planning and classroom activities

Mode d'évaluation : Examen 100%

Références

- Chapelle, C. A. (2017). "The Handbook of Technology and Second Language Teaching and Learning." Wiley.
- Harmer, J. (1992). The Practice of English Language Teaching. London: Longman
- Hubbard, P. (2016). "Computer-Assisted Language Learning: Critical Concepts in Linguistics." Routledge.
- Hudson, T (2007) Teaching Second Language Reading: A guide to teaching reading skills for teachers of English as a foreign language. Oxford
- Kroll, Barbara: Teaching Writing in the ESL Context: Research Insights for the Classroom. Cambridge, 1990
- Luoma, Sari (2004). *Assessing Speaking*. Cambridge: Cambridge University Press
- Nunan, D. (1999); Second English Teaching and Learning. Boston, Heinle & Heinle Publisher.
- Stockwell, G. (2013). "Technology and the Curriculum: A Practical Guide for Primary and Secondary Teachers." Routledge.
- Warschauer, M., & Kern, R. (Eds.). (2017). "Network-Based Language Teaching: Concepts and Practice." Cambridge University Press.

Intitulé du Master : Littérature et Civilisation

Semestre : I

Intitulé de l'UE : Transversale

Intitulé de la matière : Translation

Crédits: 1

Coefficients: 1

Objectifs de l'enseignement :

- Introduce students to learn about Translation approaches.
- Introduce students to learn about Specialized Translation Techniques
- Introduce students to learn about Methodology of Specialized texts Translation.

Connaissancespréalablesrecommandées:

- Mastery of the two-working Languages in writing, proofreading and Editing.
- Rich thematic knowledge in the field of study.
- Basic knowledge about translation procedures

Contenu de la matière :

This module is based on two major sections: theoretical and practical, to enclose the following axes :

Theoretical Section

- Translational Approaches.
- Theoretical aspects of specialized translation.
- Translation Procedures.
- Methodology of Specialized Translation

Practical Section

- Specialized texts Translation
- Contextual Analysis of terminological units (terminological chaos, notional univocity, etc.)
- Terminological Research
- Using Documentary research to learn about specialized terminology.
- Editing Terminological cards for the translated specialized texts.
- Building-up Specialized Glossaries for Specialized texts Translation
- Using ICT's in Parallel Specialized Texts identification.
- Explore comparative discourse analysis to monitor notional and stylistic correspondence.
- Exploring the specialized translation in university settings(Dissertation Abstract, List of references, Seminars Preamble, ...etc.)

Mode d'évaluation : Continu 100%

Références

- Jeremy Munday, Introducing Translation Studies, Routledge, 2001
- Translation Today: Trends and Perspectives/Edited by GunillaAnderman and Margaret Rogers.
- Routledge Encyclopedia of translation studies, Edited by Mona Baker, 2001.
- Delisle, Jean (2005). Enseignement pratique de la traduction, Ottawa : Press université Ottawa.
- Delisle, Jean (1984). L'analyse du discours comme méthode de traduction, Ottawa : Presses de l'Université d'Ottawa (PUO).

Intitulé du Master : Littérature et Civilisation

Semestre : 2

Intitulé de l'UE : Fondamentale

Intitulé de la matière : American Civilisation

Credits: 6

Coefficients: 3

Objectifs de l'enseignement:

This course will explore the personalities, trends, events, and movements shaping the history of the world and the United States during the post World War II period. It will examine the related political, economic, and social systems.

Connaissances préalables recommandées:

- Identify, describe, analyze and evaluate current legal, judicial, and political systems of the United States.
- Demonstrate an understanding of the basic concepts and principles of the American economic system and apply them to examine and evaluate contemporary historical development and social issues.
- Students will learn to compare and contrast specific historical periods, social movements, and political ideologies of the post-1945 period.

Contenu de la matière:

- World War II: The Road to War, 1931-1941
- World War II: Americans at War, 1941-1945
- The Social Impacts of World War II
- The Cold War, 1945-1960
- The Sixties: Kennedy and Johnson Years, 1961-1969
- The Civil Rights Movement, 1950-1968
- The Vietnam War, 1954-1975
- The 1990s : the end of cold the war
- US Interventions in the Middle East :

Mode d'évaluation: Contrôle continu et Examen

Références

- Baker, Dean. *The United States since 1980*. Cambridge University Press, 2007.
- Danzer, Gerald A. & al. *The Americans Reconstruction to the 21st Century*: Student Textbook.
- McDougalLittell, 2009.
- Donaldson, Gary A. *The Making of Modern America: The Nation from 1945 to the Present*.
- Rowman& Littlefield, 2009.
- Herring, George C. *From Colony to Superpower: U.S. Foreign Relations since 1776*. Oxford, 2008.
- McKay, David. *American Politics and Society*, 6th ed. Blackwell, 2005.
- Johnson, Kevin R. *The "Huddled Masses" Myth: Immigration and Civil Rights*. TempleUniversity Press, 2004.
- Tullock, Gordon. *American Foreign Affairs: A Compact History*. World Scientific, 2009.
- Wallenfeldt, Jeff, ed. *Black Experience in America: From the Civil War to the Present*. Britannica Educational Publishing, 2011.
- Whitfield, Stephen J., ed. *Companion to 20th-Century America*. Blackwell, 2004.
- Robert P. Ingalls & David K. Johnson. (2009). *The United States Since 1945: A Documentary Reader*. Wiley-Blackwell

Intitulé du Master : Littérature et Civilisation

Semestre : 2

Intitulé de l'UE : Fondamentale

Intitulé de la matière: American Literature

Crédits : 4

Coefficients : 2

Objectifs de l'enseignement:

To help learners know about the historical context of American literature and major trends and authors, understand the American society and its culture as reflected in the literary works, and consolidate their fluency in English by reading a variety of literary texts.

Connaissances préalables recommandées:

Textes Littéraires, Genres Littéraires, Genre Littéraires (Lectures critiques), Genres Dominants

Contenu de la matière:

- VIII- The Romantic Period, 1820-1860: Essayists and Poets
 - TRANSCENDENTALISM
 - Sidebars for TD sessions
 - Ralph Waldo Emerson (1803-1882)
 - Henry David Thoreau (1817-1862)
 - Walt Whitman (1819-1892)
 - THE BRAHMIN POETS Sidebars for TD sessions
 - James Russell Lowell (1819-1891)
 - Oliver Wendell Holmes (1809-1894)
 - TWO REFORMERS
 - John Greenleaf Whittier (1807-1892)
 - Margaret Fuller (1810-1850)
 - A WOMAN'S VOICE
 - Emily Dickinson (1830-1886)
- IX- The Romantic Period, 1820-1860: Fiction
 - THE ROMANCE
 - Nathaniel Hawthorne (1804-1864)
 - Herman Melville (1819-1891)
 - Edgar Allan Poe (1809-1849)
 - WOMEN WRITERS AND REFORMERS
 - Harriet Beecher Stowe (1811-1896)
 - Harriet Jacobs (1818-1896)
 - Harriet Wilson (c. 1807-1870)
 - Frederick Douglass (1817-1895)
- X- The Rise of Realism: 1860-1914
 - SAMUEL CLEMENS (MARK TWAIN) (1835-1910)
 - FRONTIER HUMOR AND REALISM
 - LOCAL COLORISTS
 - MIDWESTERN REALISM
 - COSMOPOLITAN NOVELISTS
 - Henry James (1843-1916)
 - Edith Wharton (1862-1937)
- XI- NATURALISM AND MUCKRAKING
 - Stephen Crane (1871-1900)
 - Theodore Dreiser (1871-1945)
 - THE "CHICAGO SCHOOL" OF POETRY
 - Edgar Lee Masters (1868-1950)
 - Carl Sandburg (1878-1967)

- Vachel Lindsay (1879-1931)

Modernism and Experimentation: 1914-1945

- MODERNISM
- POETRY 1914-1945: EXPERIMENTS IN FORM
 - Ezra Pound (1885-1972)
 - T.S. Eliot (1888-1965)
 - Robert Frost (1874-1963)
 - Wallace Stevens (1879-1955)
 - William Carlos Williams (1883-1963)
- BETWEEN THE WARS
 - Robinson Jeffers (1887-1962)
 - Edward Estlin Cummings (1894-1962)
 - Hart Crane (1899-1932)
 - Langston Hughes (1902-1967)
- PROSE WRITING, 1914-1945: AMERICAN REALISM
 - F. Scott Fitzgerald (1896-1940),
 - Ernest Hemingway (1899-1961)
 - William Faulkner (1897-1962)
- NOVELS OF SOCIAL AWARENESS
 - Sinclair Lewis (1885-1951)
 - John Dos Passos (1896-1970)
 - John Steinbeck (1902-1968)
- THE HARLEM RENAISSANCE
 - Jean Toomer (1894-1967)
 - Zora Neale Hurston (1903-1960)
 - Lorraine Hansberry (1917-1964)
 - Langston Hughes (1902-1967)
 - Sterling Brown (1899-1963)
 - Countee Cullen (1896-1961)
 - Claude McKay (1897-1948)
 - Gwendolyn Bennett (1901-1931)
 - Nella Larsen (1891-1962)
 - James Weldon Johnson (1894-1938)
 - Arna Bontemps (1902-1973)
 - Sterling Brown (1899-1963)
 - Langston Hughes (1902-1967)
 - Lorraine Hansberry (1917-1964)
 - Gwendolyn Bennett (1901-1931)
 - Claude McKay (1897-1948)
 - Countee Cullen (1896-1961)
 - Nella Larsen (1891-1962)
 - James Weldon Johnson (1894-1938)
 - Arna Bontemps (1902-1973)

Mode d'évaluation: Contrôle continu et Examen

Références:

- Andrews, William L. *Concise Oxford Companion to African American Literature*. OUP, 2001.
- Ashton, Jennifer. *From Modernism to Postmodernism: American Poetry and Theory in the Twentieth Century*. CUP, 2005.
- Claire Smith, Lindsey. *Indians, Environment, and Identity on the Borders of American Literature: From Faulkner and Morrison*. Palgrave Macmillan, 2008.
- Davis, Cynthia J. & Kathryn West. *Women Writers in the United States: A Timeline of Literary, Cultural, and Social History*. OUP, 1996.
- Riss, Arthur. *Race, Slavery, and Liberalism in Nineteenth-Century American Literature*. CUP, 2006.

Intitulé du Master : Littérature et Civilisation

Semestre : 2

Intitulé de l'UE : Fondamentale

Intitulé de la matière: Literary Theory and Criticism

Credits: 4

Coefficients: 2

Objectifs de l'enseignement:

This second semester Literary Theory and Criticism assumes that students have already been exposed to some Classical and traditional literary criticism such as of Plato and Aristotelian literary theories. The second semester is designed to help students examine Modern and Post-Modernist views..

Connaissancespréalablesrecommandées:

Introducing students to the study of Modern and Post-modern literature and literary criticism, familiarizing them with the unique characteristics of Modern and Post-modern literature and literary criticism

Preparing you for further studies in literature and literary criticism.

Contenudelamatière:

Roland Barthes 'The Structuralist Activity'

- Subjectivity, psychoanalysis and criticism
- Psychoanalysis
- Marxism Feminism
- Feminism, literature and criticism

Mode d'évaluation: Contrôle continu et Examen

Références:

- Barry, Peter. (2009). *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester University Press.
- - Beaty, J. et al. (2002). *The Norton Introduction to Literature*. (8th ed.). New York: W.W Norton Company.
- - Blamires, H. (1991). *A History of Literary Criticism*. London: Macmillan Press Ltd.
- - Culler, Jonathan. (1997). *Literary Theory: A Very Short Introduction*. Oxford: Oxford University Press.
- - During, Simon. (Ed). (1999). *The Cultural Studies Reader*. London: Routledge.
- - Eagleton, T. (1996). *Literary Theory: An Introduction*, Second Edition. Minneapolis: The University of Minnesota Press.
- - Frye, N. (1957). *Anatomy of Criticism*. New Jersey: Princeton University Press.
- - Tyson, Lois. (2006). *Critical Theory Today: A User Friendly Guide*. NewYork: Routledge
- *1930-1945*. CUP, 2004.
- Morgan, Kenneth O. *Twentieth-Century Britain: A Very Short Introduction*. Oxford, 2000.

Intitulé du Master : Littérature et Civilisation

Semestre : 2

Intitulé de l'UE : Fondamentale

Intitulé de la matière: African Studies

Crédits: 4

Coefficients: 2

Objectifs de l'enseignement:

Contemporary African Literature aims to help students to develop a greater appreciation of cultural, thematic, and aesthetic representations in African Literature, starting from a quick revision of the classic, but concentrating mostly on the contemporary texts from different countries.

Connaissances préalables recommandées:

- ✓ Equip students with the characteristics of contemporary African literary texts,
- ✓ Equip students with skills to enable them make accurate judgments of both style and meaning in three genres of African literature – fiction, drama, and poetry.
- ✓ Guide students in exploring various artistic devices in contemporary African literature

Contenu de la matière:

Oral literature, negritude movement, and issues of Life and Society in modern African Literature

Fiction:

- Nigeria: Chinua Achebe, "Anthills of the Savannah (1987)"
- Sudan: Nuruddin Farah: From Crooked Rib
- Ghana: Yaw O. Agyeman: A Big Elephant Has been Killed (2003)
- South Africa: Nadine Gordimer, The Conservationist
- Kenya: Ngũgĩ wa Wamwere: I Refuse to Die; my Journey for Freedom (2003)
- Morocco: Tahar Ben Jelloun, 'The Sacred Night'

Drama:

- South Africa – Fugard et al : "Sizwe Bansi Is Dead
- Algeria – Kateb Yacine: "Intelligence Powder"

Poetry:

- Soyinka's "Death in the Dawn," & "Hamlet" (Nigeria),
- Ouologuem Yambo's "When Black Men's Teeth Speak Out" (Mali),
- Leopold Senghor's "The Black Woman," & "I Am Alone" (Senegal),

Mode d'évaluation: Contrôle continu et Examen

Références:

- George, Joseph, "African Literature", in Gordon and Gordon, Understanding Contemporary Africa (1996)
- Gikandi, Simon (ed.), Encyclopedia of African Literature, London: Routledge, 2003.
- Gordon, April A. and Gordon, Donald L., Understanding Contemporary Africa, London: Lynne Rienner, 1996, ch. 12, George Joseph, "African Literature".
- Gunner, E. and H. Scheub (2018), [<https://www.britannica.com/art/African-literature/Oral-traditions-and-the-written-word>] "African Literature". 'Encyclopaedia Britannica, Inc.
- Mazrui, Ali A. (ed.), General History of Africa, vol. VIII, UNESCO, 1993, ch. 19, Ali A. Mazrui et al., "The development of modern literature since 1935".
 - Johnson, Kevin R. The "Huddled Masses" Myth: Immigration and Civil Rights. Temple University Press, 2004.
 - Robert P. Ingalls & David K. Johnson. (2009). The United States Since 1945: A Documentary Reader. Wiley-Blackwell

Intitulé du Master : : Littérature et Civilisation

Semestre : 2

Intitulé de l'UE : UE Méthodologie

Intitulé de la matière: Research Methodology

Crédits : 5

Coefficients : 3

Objectifs de l'enseignement

Doing research in literature in the second semester is very important course for giving students a beforehand vision on what and how to do research in literature.

Connaissances préalables recommandées :

Upon the completion of this course students are expected to:

Understand literary analysis

Understand purpose of literary analysis

Understand the components of good writing: depth, complexity, quality

Write an effective literature dissertation

Contenu de la matière

- - An examination to research topics of some English literature MA theses
- - Research topic selection: formulating the research problem, questions and hypotheses
- - Gathering data from texts, connecting text to theoretical aspects, quotation, documentation, bibliography
- - In-text literary Citations, analyzing and explaining
- - Ways of referencing: Dictionary of Literary Term, Oral literature, Books and Online Sources
- - Practice in textual analysis

Mode d'évaluation: Contrôle continu et Examen

Références

- Blaxter, L.2010. How To Research (4th Edition). Open University Press : Maidenhead, England,
- Cuddon, J.A. (1999). The Penguin Dictionary of Literary Terms and Literary Theory, 4th edition. Penguin : London
- Dawson, C. 2007. A Practical Guide to Research Methods. OUP : UK
- English Literature: Writing Guide. Published by University of Edinburgh
- Nigel Fabb and Alan Durant. (1993). How to write Essays, Dissertations and Theses in Literary Studies. London: Longman
- Woolf. J. (2005). Writing about Literature. Routledge: New York

Intitulé du Master : : Littérature et Civilisation

Semestre : 2

Intitulé de l'UE : Méthologique

Intitulé de la matière: Academic Reading and Writing

Crédits : 4

Coefficients : 2

Objectifs de l'enseignement

This second semester course provides an overview of writing and organizational skills necessary for completion of a dissertation and submission. It includes the main components of dissertation with the aim of assisting students mastering the writing of a proposal for a dissertation writing processes.

Connaissances préalables recommandées

Identify the steps in the dissertation process.

- ☐ Describe the primary components of the dissertation manuscript.
- ☐ Compile a literature review binder with articles on a topic related to your dissertation interest.
- ☐ Write a literature review, demonstrating scholarly writing skills including acumen, clarity, and conciseness, on a topic related to your dissertation interest.
- ☐ Develop and write a research plan that addresses a "gap" in the educational literature

Contenu de la matière :

- Introduction: Aims of the Dissertation
- The Dissertation Styles ,Form, and The Research Proposal
- Writing the Dissertation
 - Title Page
 - Abstract
 - Acknowledgement
 - Contents Page
 - Introduction
 - Literature Review
 - Research Methodology
 - Findings / Results / Data Analysis
 - Discussion
 - Conclusions
 - References
 - Appendices

Mode d'évaluation : Continu 100%

Références bibliographiques :

Davis, G. B. & Parker, C. A. (1997). Writing the doctoral dissertation: A systematic approach. Hauppauge, NY: Barron's Educational Series

- Publication Manual of the American Psychological Association (6th Ed).(2001).Washington, DC: American Psychological Association.

- Roberts, C. M.(2010). The dissertation journey. Thousand Oaks, CA: Corwin.

- Richards, J. & Rodgers, T. (2001). Approaches and Methods in Language Teaching. Cambridge: Cambridge Universitypress (2nd edition).

Intitulé du Master : Littérature et Civilisation

Semestre : 2

Intitulé de l'UE : Découverte

Intitulé de la matière : Teaching English as a Foreign Language

Crédits : 2

Coefficients : 2

Objectifs de l'enseignement:

This course will continue the tendency of didactics, but in a more practical way. It will make future English teachers aware of how much they should know about teaching in terms of use of resources, activities, exercises, microteachings, testing and assessment in order to improve the English language learning process. **Connaissances préalables recommandées:**

Techniques de l'Expression Ecrite, Ecritures Créative

Connaissances préalables recommandées

- ✓ To learn the use of the English resources, testing and assessment, its applicability and functionality, types of materials and evaluation so as to
- ✓ To learn activities that help future teachers to assist their students in the English language *acquisition*
- ✓ To learn the use of resources in order to obtain meaningful results.
- ✓ To learn activities that facilitates teaching grammar, vocabulary and pronunciation.
- ✓ To learn activities that facilitates teaching grammar, vocabulary and pronunciation
- ✓ To learn and identify different testing, including on it, the four skills.

Contenu de la matière :

- 1- Lesson planning
- 2- Teachers' feedback
- 3- Assessment, evaluation, and testing
3. Use of English resources.
 - 3.1. Using textbooks
 - 3.1 Using games in the classroom.
 - 3.2 Using newspapers in the classroom.
 - 3.3 Using movies, pictures songs, and video clips in the classroom.
 - 3.4 Doing project work.
 - 3.5 Using short stories and poems.

Mode d'évaluation : Examen 100%

Références

- Munby, J. (1978). Communicative syllabus design. Cambridge: Cambridge University Press.
- Nunan, D. (1988). Syllabus Design. Oxford University Press.
- Perego, S. F. & Boyle, O. F. (2000). Reading, writing, & learning in ESL: A resource book for K-12 teachers, second edition. NY, NY: Longman.
- Prator, C. H. and Celce-Murcia, M. (1979). An outline of language teaching approaches. In Celce-Murcia and McIntosh (1979). Richards, J. and Rodgers, T. (1982). Method: approach design and procedure. TESOL Quarterly, 16/2: 153-68.
- Willis, J. (1996). A framework for task-based learning. NY, NY: Longman.

Intitulé du Master : : Littérature et Civilisation

Semestre : 2

Intitulé de l'UE : UE Transversales

Intitulé de la matière: ICTs

Crédits : 1

Coefficients : 1

Objectifs de l'enseignement:

By completion of this module contents students will be able to :

- Understand fundamental concepts of ICTs.
- Develop digital literacy and skills.
- Explore communication technologies.
- Master information management.
- Learn web and multimedia technologies.
- Apply practical exercises and project work.
- Encourage lifelong learning and professional development.

Connaissances préalables recommandées ICT, language skills

CHPATER I: Introduction to ICTs

- Definition and scope of Information and Communication Technologies.
- Historical development and evolution of ICTs.
- Importance and impact of ICTs in modern society.

CHAPTER II : Digital Literacy and Skills

- Definitions
- Basic computer literacy: hardware, software, operating systems, and peripherals.
- Internet fundamentals: browsing, searching, email, and online safety.
- Introduction to productivity software: word processing, spreadsheets, and presentations.

CHAPTER III: Communication Technologies

- Overview of communication technologies: email, instant messaging.....video conferencing.
- Social media platforms and their applications for personal and professional communication.
- Principles of effective digital communication and etiquette.

CHAPTER IV : Information Management

- Information retrieval and management: search engines, databases, and content management systems.
- Digital file management: organizing, storing, and sharing files effectively.
- Data privacy and security best practices for safeguarding sensitive information.

CHAPTER V: Web Technologies

- Introduction to web development: HTML, CSS, and JavaScript.
- Website creation platforms and content management systems.
- Basics of website design, usability, and accessibility.

CHAPTER VI: Multimedia Technologies

- Multimedia creation tools: image editing, audio editing, and video editing software.
- Principles of multimedia design and production.
- Copyright and fair use considerations in multimedia content creation.

CHAPTER VII: Emerging Technologies

- Overview of emerging ICT trends: artificial intelligence, Internet of Things (IoT), and blockchain.
- Applications of emerging technologies across different sectors.
- Future directions and opportunities in the field of ICTs.

Mode d'évaluation : Evaluation Continue 100%

Références

- "Information Technology for Management: Advancing Sustainable, Profitable Business Growth" by Efraim Turban, Linda Volonino, and Gregory R. Wood.
- "Digital Literacy For Dummies" by Faithe Wempen.
- "Computer Basics Absolute Beginner's Guide, Windows 10 Edition" by Michael Miller.
- "Information Technology & People" (Journal)
- "Journal of Computer-Mediated Communication"

Intitulé du Master : Littérature et Civilisation

Semestre : 3

Intitulé de l'UE : Fondamentale

Intitulé de la matière : Contemporary British and American Civilization

Credits : 6

Coefficients : 3

Objectifs de l'enseignement:

- Contemporary Britain is becoming increasingly popular both as a subject for historical research as well as for undergraduate and postgraduate teaching. Contemporary British history is popular because it offers a fascinating means of understanding the concerns of the present day and of uncovering the reasons for massive social and economic changes wrought since 1900, especially from 1945 onwards.
- This course will explore the personalities, trends, events, and movements shaping the history of the world and the United States during the post World War II period. It will examine the related political, economic, and social systems.

Connaissances préalables recommandées

- ✓ This course explores different channels of intercourse between Great Britain and the rest of the world from the 1900s and the present.
- ✓ It is designed to introduce students to key themes of contemporary British society, culture and politics, to analyze the historical forces which shaped modern Britain.
- Identify, describe, analyze and evaluate current legal, judicial, and political systems of the United States.
- Demonstrate an understanding of the basic concepts and principles of the American economic system and apply them to examine and evaluate contemporary historical development and social issues.
- Students will learn to compare and contrast specific historical periods, social movements, and political ideologies of the post-1945 period.

Contenu de la matière:

1-- The Liberal Governments, 1906–14

- First World War
- Suffrage and political participation
- Inter-war politics
- Inter-war economics
- Second World War
- Labour Governments 1945–51
- Consensus: economics and politics to 1975
- Economics and politics in the 1970s
- Margaret Thatcher and British politics in the 1980s
- Politics in the 1990s
- The end of Empire?
- Europe

2-- World War II: The Road to War, 1931-1941

- World War II: Americans at War, 1941-1945

- The Social Impacts of World War II
- The Cold War, 1945-1960
- The Sixties: Kennedy and Johnson Years, 1961-1969
- The Civil Rights Movement, 1950-1968
- The Vietnam War, 1954-1975
- The 1990s : the end of cold the war
- US Interventions in the Middle East :

Mode d'évaluation: Contrôle continu et Examen

Références:

- B. Brivati, J. Buxton and A. Seldon, The Contemporary History Handbook (Manchester, 1996).
- F. Carnevali and J. Strange, Twentieth Century Britain: Economic, Cultural and Social Change 2nd edn. (London, 2007).
- R. Floud, The Cambridge Economic History of Modern Britain, Vol. 2 Economic Maturity(Cambridge, 2003).
- P. Johnson (ed.), Twentieth-Century Britain: Economic, Social and Cultural Change (London, 1994).
- K. Laybourn, Fifty Key Thinkers in Twentieth Century British Politics (London, 2002).
- W. Simpson, Twentieth Century British History: A Teaching Resource Book (London, 2005).
- Robert P. Ingalls & David K. Johnson. (2009). The United States Since 1945: A Documentary Reader. Wiley-Blackwell
- Hansberry, L. (2014). A Raisin in the Sun. Vintage Books: New York

Intitulé du Master : Littérature et Civilisation

Semestre : 3

Intitulé de l'UE : UE Fondamentale

Intitulé de la matière : Contemporary British and American Literature

Credits: 4

Coefficients: 2

Objectifs de l'enseignement:

- This course explores representative trends in British literature in the last sixty years, tracing the emergence of a post (-war, -empire, -modern) .
- The course gives a general overview of the development of American literature since the 1950s, introduces students to selected works representing major trends in American literature since the end of World War II. This course examines a selection of contemporary American fiction in historic, aesthetic, and social contexts. In other words, students will explore the relationship between contemporary American literature and the world they live in.

Connaissances préalables recommandées

- Analyse the cultural and literary characteristics of post-world-war-II modernity and trace the emergence of a post war ;
- Identify and define experimentation in narrative, poetic, and dramatic forms through close textual reading of representative contemporary British literary texts;

Relate and compare the contribution of individual authors and works to the development of themes and techniques typical of contemporary British literature.

- ✓ Demonstrate in-depth knowledge and understanding of modern and contemporary American literature, and of major post-1900 American literary developments, and their social and cultural contexts ;
- ✓ Show an advanced knowledge of American fiction, poetry, drama, and prose from the period, and an appreciation of its literary and cultural traditions and innovations;
- ✓ Effectively communicate an advanced understanding of American literature, and express their ideas effectively and with fluency and flair.

Contenu de la matière:

The Contemporary Poetry:

- W. H. Auden, "The Shield of Achilles", "The More Loving One", "August 1968"
- Ted Hughes, "Relic," "Pike," "Daffodils", "Theology"

The Contemporary Novel:

- Nadine Gordimer, July's People
- Salman Rushdie, Midnight's Children

The Contemporary Drama

- Harold Pinter, Betrayal OR Celebration
- Tom Stoppard, The Real Thing OR Rosencrantz and Guildenstern are Dead

The Contemporary Short Story

- Martin Amis, "Straight Fiction" (from Heavy Water)
- Graham Swift, "Seraglio" (from Learning to Swim)

American Youth: Tim O'Brien, The Things They Carried

African American Identity: Richard Wright, "Black Boy", Alice Walker, "Everyday Use"

Chicano/ Identity: Sandra Cisneros (1954-), *The House on Mango Street*
Asian-American Identity: Bharati Mukharjee, "A Wife's Story"
Native American Identity: Excerpts from the movie *Smoke Signals*, dir. Chris Eyre, 1998

Mode d'évaluation: Contrôle continu et Examen

Références:

- James Acheson and Romana Huk, ed. Contemporary British Poetry: Essays in Theory and Criticism. SUNY P, 1996
- Nick Bentley. Contemporary British Fiction. Edinburgh UP, 2008.
- Steven Connor, Ed. The Cambridge Companion to Postmodernism. 2004.
- James F. English, Ed. A Concise Companion to Contemporary British Fiction. Blackwell, 2006.
- N. Holdsworth and M. Luckhurst, Ed. A Concise Companion to Contemporary British and Irish Drama. Blackwell, 2006.
- V. K. Janik and Del Ivan Janik, ed. Modern British Women Writers: An A-to-Z Guide. Greenwood, 2002.
- A. Lee. Realism and Power: Postmodern British Fiction. Routledge, 1990.
- David Ian Rabey. English Drama since 1940. Longman, 2003.
- B. Bercovitch, Sacvan, and Myra Jehlen, eds. *Ideology and Classic American Literature*. New York: Cambridge University Press, 1986.
- Bryant, Jerry H. The Open Decision; The Contemporary American Novel and its Intellectual Background. 1970.
- Chenetier, Marc. Beyond Suspicion: New American Fiction Since 1960. 1996.
- Greaney, Michael. Contemporary Fiction and the Uses of Theory: The Novel from Structuralism to Postmodernism. 2006.
- Millard, Kenneth. Contemporary American Fiction. 2000

Intitulé du Master : Littérature et Civilisation

Semestre : 3

Intitulé de l'UE : Fondamentale

Intitulé de la matière : Literary Theory and Criticism

Credits: 4

Coefficients: 2

Objectifs de l'enseignement:

In semester 3, students will be introduced mainly, but not exclusively, to postcolonial literary criticism, in which they will discover a critical lens that offers flexible methodologies for tackling imperial literature. They also will analyze the impact of colonialism and imperialism on African language and literature

Connaissances préalables recommandées:

- ✓ To explore the complexity and the range of post-colonialism and post-colonial texts and theories;
- ✓ to understand post-colonialism as a reading strategy, thus acquire or hone the literacy skills necessary to read and critique any cultural text.

Contenu de la matière:

Background: Overview

Essays / Excerpts

- Foucault, "The Order Of Discourse"
- Edward Said, "Orientalism"
- Frantz Fanon, "The Wretched of the Earth"
- Achebe, "Image of Africa"
- Spivak's "Can the Subaltern Speak?"
- Renan, "What is a Nation?"

Application :

- Conrad, Joseph, 'Heart of Darkness'
- Achebe, Chinua, 'Things Fall Apart'
- Coetzee, 'Waiting for the Barbarians'
- Coetzee, 'Foe'
- Nadine Gordimer, 'July's People'

Mode d'évaluation: Contrôle continu et Examen

Références:

- Achebe "An Image of Africa" Racism in Conrad's Heart of Darkness. Massachusetts Review. 18. (1977) (pp.782-794).
- Achebe, Chinua. (1995). "Colonialist Criticism". (pp. 57-61).
- Ashcroft Bill, Gareth Griffiths, and Helen Tiffin. The Empire Writes Back: Theory and Practice in Post-Colonial Literatures. (Routledge, 1989).
- Bhabha, Homi. (1994). The Location of Culture. New York: Routledge.
- Fanon, F. (2004: 1963). The Wretched of the Earth (Richard Philcox, Trans, 2004). Grove Press: New York.
- Foucault. M. (1971). The Order of Discourse. In Yong. R, (Ed). (1981). Untying the Text: A Post-Structuralist Reader. Routledge and Kegan Paul: Boston
- Mudimbe V.Y., "Discourse of Power and Knowledge of Otherness," The Invention of Africa.

- Said, E. (1978). *Orientalism*. Penguin: New York
- Young, R. (1995). *Colonial Desire: Hybridity in Theory, Culture, and Race*. Routledge/ London

Intitulé du Master : Littérature et Civilisation

Semestre : 3

Intitulé de l'UE : UE Fondamentale

Intitulé de la matière : Comparative Literature

Credits: 4

Coefficients: 2

Objectifs de l'enseignement:

This program introduces students to important issues in the study of Western and non-Western literatures and their relation to society and culture. That is, the course will address basic topics as the role of literature in different historical periods and cultural contexts.

Connaissances préalables recommandées:

Understand the ways in which different literatures function within the social and cultural setting of which they are part;

- Understand the relationship between language, culture and literature
- Understand the interconnectedness of literature to identity and differences, nationality and nationalism, and others.

Contenu de la matière:

- Shakespeare, "The Tempest"
- Goethe, "Faust"
- Aimé Césaire, "Une Tempête/A Tempest"
- Chinua Achebe, "Arrow of God"
- Dante, "The Divine Comedy"
- Gloria Anzaldúa, "La Frontera/Borderland"
- Tayeb Salih, "Season of migration to the North"
- Kate Chopin, "The Awakening" (extracts)
- Ahlam Mostaganemi, "Memory in Flesh or Black Suits you" (extracts)

Mode d'évaluation: Contrôle continu et Examen

Références

- Agbogun, James. "Wrestling: Igbo Traditional Wrestling." *The Nigeria*. NIGERIA, n.d. Web. 10 Feb. 2015.
- Conrad, Joseph. *Heart of Darkness*. New York: Barnes & Noble Classics, 2003. Print.
- Derrida Jacques, 'Structure, Sign and Play in the Discourse of the Human Science', tr. Alan Bass, in *Modern Criticism and Theory: A Reader*, ed. David Lodge (London: Longman, 1988) pp. 108–23.
- Gramsci Antonio, 'The Formation of the Intellectuals' and 'Hegemony (Civil Society) and Separation of Powers', in *Selections from the Prison Notebooks* ed. and tr. Quentin Hoare and Geoffrey Novell Smith (London: Lawrence and Wishart, 1971) pp. 5, 245–6.
- Harding, W and Martin J. *A World of Difference: An Inter-Cultural Study of Toni Morrison's Novels*. London: Greenwood Press, (1994)
- Middleton, D. *Toni Morrison's Fiction: Contemporary Criticism*. NY: Garland Publishing, (2000)

Intitulé du Master : : Littérature et Civilisation

Intitulé du Master : Littérature et Civilisation

Semestre : 3

Intitulé de l'UE : Méthodologique

Intitulé de la matière : Research Methodology Seminar

Credits: 5

Coefficients: 3

Objectifs de l'enseignement

Students will have an opportunity to deepen their knowledge and do more practice with every step in research methodology writing0

Connaissances préalables recommandées :

Méthodologie du Travail Universitaire

Contenu de la matière :

Creating the whole text

- Structure of the research report or paper
- Creating your own research
- Plagiarism... and how to avoid it
- Creating citations
- Paraphrase and summary
- Authorial identity
- Your academic self

Moded'évaluation: Contrôle continu + Examen

Références

- Lipson, Charles. *Cite Right-Quick Guide to Citation Styles—MLA, APA, Chicago...* University of Chicago Press, 2006.
- Lunsford, Andrea A. *Documenting Source in MLA Style: 2009 Update*. Bedford/St. Martin's, 2009.
- Mauch, James E and Namgi Park. *Guide to the Successful Thesis and Dissertation: A Handbook for Students and Faculty*, 5th ed. Marcel Dekker, 2003.
- Single, Peg Boyle. *Demystifying Dissertation Writing: A Streamlined Process from Choice of Topic to Final Text*. Stylus Publishing, LLC, 2010.
- The Modern Language Association of America. *MLA Handbook for Writers of Research Papers*, 7th ed. 2009

Intitulé du Master : Littérature et Civilisation

Semestre : 3

Intitulé de l'UE : Méthodologique

Intitulé de la matière : Academic Communication Skills

Credits: 4

Coefficients: 2

Objectifs de l'enseignement :

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

- Foster an understanding of ethical principles and conventions in academic and scientific communication.
- develop the skills necessary to communicate effectively in academic settings;
- Develop proficiency in reading and critically analyzing academic and scientific texts.
- Enhance writing skills for academic and scientific purposes, including structuring essays and research papers.
- Improve oral communication skills for presenting research findings and participating in academic discussions.

Connaissances préalables recommandées

- Basic knowledge of research methodology and scientific research
- Academic reading and writing skills

Contenu de la matière :

CHAPTER I: Introduction to Academic and Scientific Communication

- Effective communication in academia and science
- Introduction to key terms and concepts in academic and scientific discourse
- Channels of ACSC
- Ethical considerations

CHAPATER II: Written Communication skills

- Introduction to academic and scientific writing
- Structure of research papers: Introduction, methods, results, discussion (IMRAD)
- Citation and Referencing Styles

Chapter III: Disseminating Research and Publishing

- Academic publishing and scientific writing
- Importance of peer feedback and collaboration in academic and scientific writing
- Conducting peer reviews: providing constructive feedback and suggestions
- Collaborative writing exercises and group discussions

CHAPTER IV: Oral Communication skills: Making an oral presentation

- Techniques for preparing and delivering effective oral presentations
- Structuring presentations: introduction, methodology, results, discussion
- Making Effective PPT presentations

- Engaging with the audience and handling questions effectively

CHAPTER IV: Effective Communication in Digital and Virtual Environments

- Understanding Digital Communication Tools
- Utilizing technology for academic and scientific
- Email Etiquette and Professionalism
- Virtual Meetings and Video Conferencing
- Online Collaboration and Team Communication
- Academic Writing in Digital Environments
- Ethical Considerations in Digital Communication

Mode d'évaluation: Evaluation Continu 100%

Références:

- Adair, John. Effective Communication. London: Pan Macmillan Ltd., 2003.
- Alley, M., Neeley, K. A., & Schreiber, J. (2019). "Slide:ology: The Art and Science of Creating Great Presentations." O'Reilly Media.
- Atkinson, C. (2017). "Beyond Bullet Points: Using Microsoft PowerPoint to Create Presentations that Inform, Motivate, and Inspire." Microsoft Press.
- Carnegie, Dale. The Quick and Easy Way to Effective Speaking. New York: Pocket Books, 1977.
- Collins, Patrick. Speak with Power and Confidence. New York: Sterling, 2009
- Cooren, François et al. Language and Communication at Work: Discourse, Narrativity, and Organizing. Oxford University Press, 2014. Print.
- Hasson, Gill. Brilliant Communication Skills. Great Britain: Pearson Education, 2012.
- Hughes, Shirley. Professional Presentations: A Practical Guide to the Preparation and Performance of Successful Business Presentations. Sydney: McGraw-Hill, 1990
- Murray, N. (2012). "Writing up qualitative research." SAGE Publications.
- Murray, R., & Moore, S. (2019). "The handbook of academic writing: A fresh approach." Open University Press.

Intitulé du Master : Littérature et Civilisation
Semestre : 3
Intitulé de l'UE : Découverte
Intitulé de la matière : Educational Psychology
Credits: 2
Coefficients: 2

Objectifs de l'enseignement:

At the end of the course, students are expected to

- Understand the field of Educational Psychology and the importance of the psychology to the development of a student's self-esteem, motivation, and learning styles.
- Compare and contrast the various factors that cognitive, behavioral, and humanistic theorists believe influence the learning process.
- Apply learning theories and models to classroom situations.
- Identify and discuss the major components and techniques of classroom planning, management and instruction and how these components and techniques address individual differences.

Connaissances préalables recommandées

- Applied linguistics
- Cognitive psychology (in third year)

Contenu de la matière :

Chapter I: Introduction to Educational Psychology

- Introduction to Educational Psychology: Definitions, Scope, and Importance
- Historical Perspectives and Foundational Principles
- Research Methods in Educational Psychology
- Applying Educational Psychology in Practice: Implications for Teaching and Learning

Chapter II: Learning Theories and the Learning Process

- Definitions of learning
- Behaviorism: Pavlov, Skinner, and Classical/Operant Conditioning
- Cognitive Theories: Piaget's Constructivism and Information Processing Theory
- Social Cognitive Theory: Bandura's Observational Learning
- Constructivist and Sociocultural Perspectives on Learning
- language learning theories
- applications of various theories in the classroom

Chapter III: Theories of Development

- Understanding development
- Processes of development
- Piaget's Theory of Cognitive Development
- Vygotsky's Sociocultural Theory
- Erikson's Psychosocial Development Theory
- Bronfenbrenner's Ecological Systems Theory
- Applications of developmental psychology theories

Chapter IV: Learners' Diversity

- Understanding Individual Differences: Gender, Intelligence, Learning Styles, and Multiple Intelligences
- Cultural diversity and individual identity
- Inclusive Education: Addressing Special Educational Needs

Chapter V: Motivation

- Definitions
- Theories of Motivation: Maslow's Hierarchy, Self-Determination Theory, and Achievement Goal Theory
- Intrinsic and Extrinsic Motivation: Implications for Learning
- Motivating Factors in Educational Settings: Autonomy, Competence, and Relatedness
- Motivational Strategies for Enhancing Learning Engagement

Chapter VI: Participants of the Teaching/Learning Process

- Components of the learning situation (teacher, learner, subject matter, Materials...)
- Teachers' Roles and Responsibilities: Instructional Strategies and Classroom Management
- Learners types and roles
- Engagement and Active Learning Techniques
- Parental Involvement and Community Resources in Education
- Educational Leaders and their Impact on School Climate and Culture

Chapter VII: Classroom Management and the Learning Environment

- Definitions
- Classroom Climate/space: Rules, Routines, and Expectations
- Managing Student Behavior: Individualized Plans and Classroom Interventions
- Discipline Strategies and Conflict Resolution Techniques

Chapter VIII: The Nature of Classroom Communication

- Definitions and characteristics of classroom communication
- Verbal, Nonverbal and unintended communication in the classroom
- Listening Skills and Feedback Mechanisms
- Teachers and learners talk
- Communication Challenges: Addressing Language Barriers and Cultural Differences

Chapter IX: Assessment of Learning

- Principles of Assessment: Validity, Reliability, and Fairness
- Objectives of assessment
- Roles of assessment
- Formative vs. Summative Assessment: Strategies and Tools
- Alternative Assessment Methods: Performance Tasks, Portfolios, and Rubrics
- Feedback provision principles and techniques

Mode d'évaluation: Examen 100%

Références

- Ausubel, D. P. (1968). Educational psychology. A cognitive view. New York: Holt, Rinehart and Winston, Inc.
- BerkL. E. (2003). Development through the lifespan (3rd ed.). Boston: Pearson.
- Brown, D. H. (2000). Principles of language learning & teaching. (4th ed.). New York: Longman.
- Brown, H. Douglas. 2007. Principles of Language Learning and Teaching. USA: Longman.
- Cohen, A. D. (1998). Strategies in learning and using a second language. London: Longman
- Cook, J. L., & Coolz, G. (2005). Child development: Principles and perspectives.
- Ellis, R. (1994). A theory of instructed second language acquisition. In N. Ellis (Ed.), Implicit and explicit learning of languages. Academic Press.
- Erikson, E. H. (1980). Identity and the life cycle (2nd ed.). New Yorlz: Norton.
- Faerch, C., & Kasper, G. (1983a). Strategies in Interlanguage Communication. London: Longman.
- Gardner, H. (1983). Frames of mind: The theory of multiple intelligences. New York: Basic Books
- Good, T. L., & Brophy, J. E. (1997). Looking in classrooms (7th ed.) New York: Addison-Wesley.
- Green, M. (1989). Theories of human development. New Yorlt: Prentice Hall.
- Grinder J, Bandler R (1981). Trance-formations: Neurolinguistic Programming and the Structure of Hypnosis. Utah: Real People Press.
- Johnson, D. W., & Johnson, R. (1999). Learning together and alone: Coopera-tive, competitive, and individualistic learning (5th ed.). Boston, MA: Allyn & Bacon (First edition published 1975).
- Keller, J. M. (1983). Motivational design of instruction. In C. M. Reigeluth (Ed.), Instructional-design theories and models: An overview of their current status. Hillsdale, NJ: Lawrence Erlbaum Associates.

Intitulé du Master : Littérature et Civilisation

Semestre : 3

Intitulé de l'UE : Transversale

Intitulé de la matière : Ethics& Deontology

Credits: 1

Coefficients: 1

Objectifs de l'enseignement

Sera abordée, dans cette matière, la charte d'éthique et de déontologie qui réaffirme des principes généraux issus de normes universelles ainsi que de valeurs propres à notre société, et qui doivent être le moteur de la démarche d'apprentissage, de la méthodologie dans la recherche et de mise en œuvre de l'éthique et de la déontologie universitaires.

Connaissances préalables recommandées

L'étudiant doit avoir des connaissances en linguistique et en didactique. La maîtrise des concepts clés de ces deux disciplines en rapport avec la méthodologie, l'éthique universitaire et la rédaction scientifique est également requise.

Contenu de la matière

L'enseignement en présentiel de cette matière doit représenter un outil de mobilisation et de référence rappelant les grands principes qui guident la vie universitaire et inspirent les codes de conduite et les règlements qui en découleront, à savoir :

- L'intégrité et l'honnêteté ;
- La liberté académique ;
- La responsabilité et la compétence ;
- L'exigence de vérité scientifique, d'objectivité et d'esprit critique ;
- Les droits et les obligations des acteurs de l'enseignement supérieur et la de recherche scientifique.

Le travail personnel permettra aux étudiants :

- de mettre en pratique les connaissances acquises de cet enseignement lors de travaux de rédaction de synthèses et de comptes rendus, se basant sur des articles relatifs à leur sujet de mémoire;

Mode d'évaluation : Contrôle continu 100%

Références

- E. Vergès, « Ethique et déontologie de la recherche scientifique, un système normatif communautaire », in « *Qu'en est-il du droit de la recherche ?* », Dir. J. Larrieu, éd. LGDJ, 2009.
- M. Dauchet, « Ethique et déontologie du scientifique », *RIC et ED SPI*, LIFL, 2013.
- M. Salathé, *L'intégrité dans la recherche scientifique : Principes de base et procédures*, Académies suisses des sciences, Bern, 2008.
- J-N. Darde, H. Maurel-Indart et M. Touzeil-Divina, *Le plagiat de la recherche scientifique*, éd. LGDJ, 2011.
- J. Moret-Bailly, *Plagiat et déontologie académique*, éd. LGDJ, 2010
- J. Birman, *Généalogie du plagiat*, éd. LGDJ, 2011
- P-J. Benghozi, *Publications et plagiat à l'ère d'internet : réponses collectives à de nouvelles pratiques*, éd. LGDJ, 2009.
- J. Guglielmi, *Plagiat de la recherche et fonctions du droit*, éd. LGDJ, 2012.

VII - Avis et Visas des organes administratifs et consultatifs

Intitulé du Master : Littérature et Civilisation

Chef de département	+	Responsable du domaine
Date et visa		Date et visa
Doyen de la faculté		
Date et visa		
Chef d'établissement universitaire		
Date et visa		

V- Accords ou conventions

Oui

NON

(Si oui, transmettre les accords et/ou les conventions dans le dossier papier de la formation)

LETTRE D'INTENTION TYPE

(En cas de master coparrainé par un autre établissement universitaire)

(Papier officiel à l'entête de l'établissement universitaire concerné)

Objet : Approbation du coparrainage du master intitulé :

Par la présente, l'université (ou le centre universitaire) déclare coparrainer le master ci-dessus mentionné durant toute la période d'habilitation de ce master.

A cet effet, l'université (ou le centre universitaire) assistera ce projet en :

- Donnant son point de vue dans l'élaboration et à la mise à jour des programmes d'enseignement,
- Participant à des séminaires organisés à cet effet,
- En participant aux jurys de soutenance,
- En œuvrant à la mutualisation des moyens humains et matériels.

SIGNATURE de la personne légalement autorisée :

FONCTION :

Date :

LETTRE D'INTENTION TYPE

(En cas de master en collaboration avec une entreprise du secteur utilisateur)

(Papier officiel à l'entête de l'entreprise)

OBJET : Approbation du projet de lancement d'une formation de master intitulé :

Dispensé à :

Par la présente, l'entrepris déclare sa volonté de manifester son accompagnement à cette formation en qualité d'utilisateur potentiel du produit.

A cet effet, nous confirmons notre adhésion à ce projet et notre rôle consistera à :

- Donner notre point de vue dans l'élaboration et à la mise à jour des programmes d'enseignement,
- Participer à des séminaires organisés à cet effet,
- Participer aux jurys de soutenance,
- Faciliter autant que possible l'accueil de stagiaires soit dans le cadre de mémoires de fin d'études, soit dans le cadre de projets tuteurés.

Les moyens nécessaires à l'exécution des tâches qui nous incombent pour la réalisation de ces objectifs seront mis en œuvre sur le plan matériel et humain.

Monsieur (ou Madame).....est désigné(e) comme coordonateur externe de ce projet.

SIGNATURE de la personne légalement autorisée :

FONCTION :

Date :

CACHET OFFICIEL ou SCEAU DE L'ENTREPRISE

AMENDEMENT DES MASTERS
Offres de formation de master par domaine



Etablissement : Université Mohamed BOUDIAF – M'Sila

Faculté : des Lettres et des Langues

Domaine : Lettres et Langues Etrangères

Filières	Spécialités
Langue française	Didactique des Langues étrangères
	Littérature Générale et Comparée
	Sciences du langage
Langue anglaise	Littérature et Civilisation
	Linguistique

نائب مدير الجامعة مكلف بالتكوين العالي
في الطورين الأول والثاني والتكوين المتواصل
والشهادات والتكوين العالي في التدرج
أ.د. بيهار عبد الحليب



VII - Avis et Visas des organes administratifs et consultatifs

Intitulé du Master : Littérature et Civilisation

Chef de département	+ Responsable du domaine
Date et visa  01 جويلية 2024 رئيس قسم الآداب واللفظية الإنجليزية و بن يحي طارق	Date et visa  01 جويلية 2024 مسؤول ميدان التكوين آداب ولفظيات أجنبية كلية الآداب واللفظيات
Doyen de la faculté	
Date et visa  01 جويلية 2024 عميد كلية الآداب واللفظيات عمار بن قريشي	
Chef d'établissement universitaire	
Date et visa  01 جويلية 2024 رئيس جامعة المسيلة أستاذ: بودلاعة عمالي	