The second Year

It consists of two semesters. The first one includes: (Listening and Speaking, Introduction to Drama, Culture of 16th and 17th centuries, Translation, Arabic Language, Essay Writing, Literary and Applied Criticism). The second one includes: Novel, Text Analysis, History, French or German, Poetry, Grammar).

Shakespearean Drama and the Drama of the 16th and 17th Centuries

Number of hours: 4 per week

Course objectives:

- The first aim of studying Drama in the first year is to stimulate and increase the student's creativity in solving problems.

- This course challenges the student's perceptions about the his world and himself.

- It provides the student with an outlet for emotions, thoughts, and dreams that he might not otherwise have means to express.

- Another goal of this course is to make the student, if only for a few moments, become another, explore a new role, try out and experiment with various personal choices and solutions to very real problems-problems from his own life, or problems faced by characters in literature or historical figures. This can happen in a safe atmosphere, where actions and consequences can be examined, discussed, and in a very real sense experienced without the dangers and pitfalls that such experimentation would obviously lead to in the "real" world. This is perhaps the most important reason for teaching Drama.

- At the center of all Drama is communication. Like all the arts, Drama
allows students to communicate with and understand others in new ways. Perhaps more than any other art form, Drama also provides training in the very practical aspects of communication so necessary in today's increasingly information-centered world. So this course is intended to give the students a chance to interact with one another in a good and academic way.

- This course allows the students to work together, to cooperate, to find the best way for each member of a group to contribute, and to listen to and accept the viewpoints and contributions of others.

- This course prepares the students to live and work in a world that is increasingly TEAM-ORIENTED rather than hierarchical.

Course Description:

The main focus in the second year is on studying the Drama of the 16th and 17th centuries, and this requires the study of the historical, literal, and social backgrounds of the age in order for the student to get an idea about the main factors that have influenced Literature generally and Drama in particular.

Also, the course involves studying a 16th century literary text and figuring out how far the text has been influenced by the age in which it was written. It also includes studying a Shakespearean work, as the student is asked to analyse it in detail, extracting certain important elements out of it such as the dramatic structure, characterization, plot, and themes, as well as comparing Shakespeare to a contemporary playwright.

Course Contents:

The course includes some works such as: The Duchess of Malfi by John Webster, Macbeth by William Shakespeare, The Jew of Malta by Christopher Marlowe and other works.

Text Analysis

Number of hours: 4 per week

Course objectives:

- The student is taught how to analyse a literary text, how to read through the lines and get the deeper meaning that the writer intended to say.
• The student as a reader knows how to interact with the text variables including, its type, structure, syntax, and vocabulary.

• The student is also made aware of the importance of what we call the Content schemata or the background knowledge about the cultural orientation or content of the work at hand.

• He is also to recognize what we call the formal schemata or expectations about how pieces of textual information will relate to each other and in what order details will appear.

• He gets an idea about reading strategies which include:
  - Using titles and illustrations to understand a text.
  - Skimming.
  - Scanning.
  - Summarizing
  - Guessing word meanings.
  - Becoming aware of the reading process.
  - Taking risks.

**Course Description:**

The student studies the main literary characteristic features of this age including, style, diction, and other methods of text analysis. He also studies some literary works in the 16th and 17th centuries and analyzes them according to their themes, style, and techniques.

**Course contents:**

This course includes some literary texts such as As You Like It by William Shakespeare, Volpone by Ben Jonson, All for Love by John Dryden and other works as well.
Grammar

Number of hours: 4 per week

Course objectives:

- One of the main objectives of this course is to make the student aware of some of the basic rules of English Grammar such as structures, common mistakes, prepositions, etc.

- This course teaches him how to form simple, compound, and complicated (complex) sentences.

- He is made aware of some grammatical terms such as the active voice and the passive voice, punctuations and other terms.

Course Description:

The student in his second year is presented with the basic rules of Grammar, and he is made aware of the basic steps he should follow in writing. He studies some terms such as subject-verb agreement, pronouns, adjectives and adverbs, problems with prepositions, punctuation rules including commas, semicolons, colons, question marks, exclamation marks, quotation marks, parentheses, apostrophes, hyphens, and dashes. He is also asked to do some exercises after each unit.

Course contents:

This course includes English rules with examples about grammar, punctuation and capitalization, some rules about writing and some exercises.

Translation

Number of hours: 6 per week (4 theoretical, 2 practical)

Course objectives:

- This course aims at teaching the student how to translate from English into Arabic and vice versa.

- This course encourages the student to use his re-creativity in re-
expression in order to avoid literality.

- It aims at improving the student's operative (know how) and declarative (know what) knowledge. This course helps him acquire and develop both kinds of knowledge.

- The student is taught that Translation is considered an act of communication. To translate most effectively, the translator should analyze the messages; to do so, he/she should have some tools at hand; such tools can be the well-known communication strategies (CSs) which prevents a communication from disruption.

- Another target of this course is to enrich him with a good number of vocabulary in different fields including Politics, Economics, Media, Journalism, Medicine, Engineering, etc.

**Course Description:**

The course includes a general revision on the most important translation concepts and the types of translation that the student has already studied in his first year. It involves a detailed study of the most important theories of translation and their different applications. Add to this, it includes a practical part, exercises on how to translate a text in any field. It teaches the student how to translate from Arabic into English and vice versa.

**Course contents:**

The student gets some literary, scientific, political, and economic texts and is asked to translate them under the supervision of his professor.

**Novel**

**Number of hours: 4 per week**

**Course objectives:**

- The student is made aware of the masterpieces that have been written at that time.

- The aim of this course is to increase his awareness and make him acknowledge and view the different genres of novel that have appeared since the 18th century.

- He is to make a connection between novels of that time and fiction of today.
Course Description:

The student studies the reasons that led to the appearance of the novel in the 18th century, the main characteristic features of the 18th century novel such as satire, an accurate description of the problems of society in general and the problems of women in particular.

Course Contents:

The student also studies some literary works such as Joseph Andrews by Henry Fielding, Shamela by Henry Fielding and Pamela by Samuel Richardson, and Madame Bovary by Gustave Flaubert.

Essay Writing and Exercises

Number of hours: 6 per week (4 theoretical) and (2 practical)

Course objectives:

- Teaching students to write expository essays.
- The student is shown how to draw specific ideas from general topics, in order to give him an idea about how to organize writing around a thesis or main idea.
- The student is made aware of the different types of expository essay including:

  Cause and Effect: shows the relationship between one and another.

  Compare and Contrast: compares the relevant similarities and differences between two people, places, or objects. Compare and contrast essays can have a point-by-point or subject by subject organization

  Descriptive: depicts the attributes of a person, place, or object.

  Process Narration: explains how an event unfolds using time or space sequencing.

  Problem and Solution: describes a problem and relays potential solutions.

Course Description:

The student ascends from writing paragraphs to writing essays. He starts writing various essays, and his professor identifies and shows the common mistakes to make the him aware of them. In addition, he is asked to answer various
exercises to know the relationship between the language used and the types of essays. Finally, he identifies the different types of essays and writes similar ones by himself.

**Course Contents:**

The course includes the steps that the student should follow in order to make a well-written essay. Some drills are also included and he is asked to answer them.

This course also involves some grammatical rules and punctuations as methods of improving writing. It explains the different kinds of essays with examples by famous writers.

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**Theoretical and Applied Criticism**

**Number of hours: 4 per week**

**Course objectives:**

- One of its objectives is to assure the importance of the critical schools in enriching literature as a whole in any age.

- Another aim is to guarantee that the student has acquired the ability to criticize, analyze, and to form a critical opinion of his own.

- It also aims at guiding him to follow a special attitude or a specific school of thought that might help him in criticising any piece of work.

- It gives him a chance of viewing the different methods of forming critiques.

**Course Description:**

The student studies the Criticism of the Renaissance age. He studies the main characteristic features of this age and gets some examples of the critics who have appeared in it. Then he moves to Neo-Classical School of Literary Criticism which is considered as a revival of the old Classicism by the critics of the seventeenth and eighteenth centuries as John Dryden and others.

And the practical criticism concentrates on the study of some practical theories and the application of these theories on some literary texts such as: poems, short stories, and plays.
Course content:

This course includes the study of some critical articles such as Sir Philip Sidney's An Apology for Poetry, Ben Jonson's Discoveries, and John Dryden's The Art of Dramatic Poetry.

Poetry

Number of hours: 6 per week 4 (theoretical) and 2 (practical)

Course Objectives:

- At the end of the year a special poetical perspective will be formed for the student that enables him to taste any poem and understand it very well without going back to any critical point of view.
- It enables him to analyze the poem in an objective way away from prejudice or taking the side of a particular opinion or way of thinking.
- The student gets a general idea about how to compare between two poems written at the same age.
- The student is made aware of the mechanics, dynamics and analysis of Poetry.
- Eventually, the student is taught how to evaluate and analyze a poem concerning form and content as well.

Course Description:

The student studies poetry in the second year, it deals with poetry in the Renaissance age also the Metaphysical poetry in the sixteenth and seventeenth centuries. The student studies the Elizabethan sonnets like those of Shakespeare. He also studies what is called the Intellectual poetry or the Metaphysical poetry embodied in the works of John Donne and Ben Jonson. He gets an idea about the major features that distinguish this special genre of poetry from other genres. Also, the student studies Donne's style (as an example of the metaphysical poets) and how he has revolted against the easy, fluent style, stock imagery, and pastoral conventions of the followers of Spenser. The student tackles some poems with analysis and study, and will answer certain exercises.
as practice as well.

**Course content:**

This course includes some selected poems for 16th and 17th centuries poets (the Elizabethan and Metaphysical Poetry) such as poems by William Shakespeare, Sir Philip Sidney, Spenser, Ben Jonson, John Donne and others.