Third Year

Shakespeare & the Drama of 18th and 19th centuries
Number of hours: 4 per week

Course objectives:

- To help the students recognize the social and political background and its effect on the literary scene of the 18th and 19th centuries.
- To increase their consciousness of ethical, historical, political and artistic questions and approaches to the world, so that they can function more sensitively, intelligently and effectively in the world.
- To improve and refine the student's abilities to express and communicate ideas, feelings and arguments effectively and persuasively.
- To provide the student with the tools for analyzing Drama both formally and within an historical and socio-cultural milieu.
- Identify significant human values and experiences relevant to national life and life in general.

Course Description:

Studying the political, historical and social background of the 18th and 19th centuries to know the extent to which it affects literature. Studying a representative play of the 18th century. Studying a representative play of the 19th century. Focusing on the differences between the two texts and how they reflect the political, social, or literary background. Studying a play of Shakespeare such as King Lear through explaining and analyzing it dramatically.

Course contents:

The content will explore the history and development of the genre of Drama during the 18th and 19th centuries through the examination and discussion of a range of plays by important dramatists including William Congreve, George Farquhar, Aphra Behn and most of all Shakespeare. The representative plays are Congreve's Love for Love and The Mourning Bride, Farquhar's The Recruiting Officer, Aphra's Like Father, Like Son, and Shakespeare's The Merchant of Venice, The Tempest, and Julius Caesar.
American Literature

Number of hours: 4 per week

Course objectives:

- To realise that American Literature reflects human ideas, beliefs, and societies. When they read it, they discover common human ways of understanding life.

- When they read it, they also discover significant differences.

- This allows them to explore another’s message or life, even those separated from us by time and social barriers.

- The students become aware of the fact that it is full of human reactions and reactions – in poems, essays, diaries, narratives, and in the characters of narratives. As they respond to and analyze these, they can gain a greater knowledge of the human psyche.

- At the same time, they gain a greater knowledge of themselves and their own responses because they must inevitably compare their lives to those in literature.

- When they do this, they have the opportunity for discovering pride in our community and culture, for gaining respect for another’s, and for learning humility as we interact across cultures.

- They don’t always agree with what they read, or they agree in part. they read literature to test the truth of a message against their worldview.

- They can cultivate wisdom; learn of good and evil; and experience the call to justice. Literature can not in itself make them a better person, but it can assist us in that quest.
American Literature offers them the beauty of words and stories.

It can entertain them.

It can offer them cultural literacy. Literary figures, plots, motifs, movements, and genres are a vital part of their cultural heritages.

American literature in particular is associated with influence on American culture.

American literature is haunted by questions of faith and doubt. These continue to form the subtext of the literary experience.

American Literature can open them to their own latent interests and talents.

The students become aware that while learning American Literature they depend not only on what they learned in formal coursework but on what they have internalized during their own informal socialization as fundamental assumptions about human nature, the physical world, causation, and a host of other metaphysical beliefs.

Course Description:

Giving an introduction to the American Literature and its evolutionary stages. Giving an outline of the social and historical background of the age to know the most important factors affecting literature. Studying a representative text of each genre – drama, poetry, novel – to know the extent to which the writer and the text are affected by the age on one hand, and the effect of European Literature on them in form and content on another hand.

Course content:

some selected plays by Eugene O'Neil and Edward Albee as well as some poems by Emily Dickinson and others.

Novel

Number of hours: 4 per week

Course objectives:
The student will know the main factors that gave rise to the novel in the 19th century.

• Studying the features of the novel and its main elements.

Course Description:

Studying a novel to a worthy novelist such as The Go Between by L.P. Hartley, and other novelists as Thomas Hardy, Dickens, etc…. The student is trained to compare between novels and to relate them to each other and to the age.

Course contents:

This course includes some selected works such as The Go Between by L.P Hartley and The Trumpet Major by Thomas Hardy.

Essay writing

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

Course objectives:

• To make the student write good essay.

• To differentiate between the various types of essays and to follow one type and style of writing.

Course Description:

The lecturer gives a comprehensive introduction to the art of essay writing, its parts and their function. The student studies the different kinds of essay and is trained to write similar ones.

The lecturer exposes the most common mistakes in writing the essay in order for the students to avoid. Discussing the essays written by the students as to their good points and mistakes.

Analyzing the distinguished essays.

Course contents:

This course includes the different types of essays and some practical exercises on how to develop a well written essay.

Morphology

Number of hours: 4 per week.
Course objectives:

- To give the student a good definition of the term Morphology and to make him aware that Morphology in linguistics is the internal construction system of words and its study.
- To make him recognize that languages vary widely in the number of morpheme a word can have.
- To make him realize that Morphology is one of the major components of Grammar.
- The student is made aware of the Arabic and the English sounds: their similarities and differences.

Course Description:

Since the student studied the basics of phonetics in the first year, he moves a step forward in Morphology. Studying the effect of grammar and syntax on sounds, separate words, and connected speech. The student applies what he studies through training in the lab.

Course contents:

Inflectional morphology and lexical word-formation, prefix, suffix, syntax, etc.

Text Analysis

Number of hours: 4 per week

Course objectives:

- 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 a 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.
Course Description:

Focusing on 18th and 19th centuries texts. Giving a background to the age and an outline of the prevailing thought and ideas in these centuries. Analyzing representative texts of the two centuries focusing on the mode of writing and the main elements in form and content.

Course contents:

Selected works by George Bernard Shaw, Henrik Ibsen, and others.

18th & 19th Century Poetry
Number of hours: 4 per week.

Course objectives:

- Studying the main elements of writing verse.
- Studying the background and the features of the age.
- Studying the Neo-Classical School; its main characteristics, and its pioneers such as Dryden and Pope.
- Studying the Romantic School; its main characteristics, and its pioneers such as Wordsworth and Coleridge.
- Studying representative poems for each school to know how they reflect the features of their age and school.
- Recognizing the concept of nature in each school.
- Comparing between these two main schools to know their similarities and differences.

Course Description:

This course includes studying the Neo-Classical School of poetry and The Romantic one. It involves studying the main characteristic features of each school and examples from the most famous poets of that time.
Course Contents:

This course includes some Neo-Classical poems such as The Rape of the Lock by Alexander Pope, Absalom and Achitophel by John Dryden, as well as some Romantic poems such as She Dwelt Among the Untrodden Ways and My Heart Leaps Up by William Wordsworth.

Classical Literature

Number of hours: 4 per week

Course objectives:

- Giving an introduction to classical drama, its origin, its evolution and its elements.
- Studying some well-known classical myths.
- Studying a number of dramatic texts whether comic or tragic to let the student know the content of classical literature and how it differs from contemporary English literature.

Course Description:

In the third year the student is introduced to Classical Literature and he studies selected works written by Greek and Roman writers. The course is interested in the great masterpieces of the Greek, Roman, and other ancient civilizations: Homer's "Iliad," Ovid's "Metamorphoses," Virgil's "Aeneid," "Oedipus the King" by Sophocles, along with works by other ancient writers in epic, lyric, tragedy, comedy, pastoral, and other forms.

course contents:

This course includes some classical literary works including: Electra by Sophocles, Orestes by Euripides, and Iliad by Ovid, and other works as well.

Translation

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

Course objectives:

- 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.
- 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 focus is directed more to the practical side of the theories of translation than the previous years. The student will translate many texts of various fields from and into English such as the religious, the political, the economical, the literary, etc…

Course contents:

Some articles from newspapers and magazines of all kinds.

Literary and Applied Criticism

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

Course objectives:
Increasing the student's ability to read, analyze and criticise any literary text (poem, play, novel, short story, etc).

Course contents:

Studying in detail three schools of literary criticism: Neo-Classicism, the Romanticism, and the Victorian school as well.

Culture

Number of hours: 4 per week.

Course objectives:
Studying the culture of Great Britain during the 18th 19th centuries. Giving the student a chance to know a lot about the history of the great empire during the 18th and 19th centuries.

Course contents:
Studying in detail a historical background about this era including the social,
economic, and cultural aspects of society during that time. Studying the most important schools that appeared in literature during that time. Studying the main features that distinguished each genre of literature including Drama, Novel, Poetry, etc.