The Fourth Year

Classical Literature

Number of hours: 4 per week

Course Objectives:

- The main objective of this course is to introduce the student to the works of Greeks and Romans in order to broaden his knowledge and to allow him to compare between their works and the works of the Modern Age.
- After finishing this course, the student is supposed to have grasped fully what is meant by myth as one of the basic elements that constitute classical works in general.
- At the end of this course the student gets a general idea about the ancient eras of history and how the idea of myth has influenced many of the works of that age.

Course Description:

After giving the student a brief introduction about the Classical Literature in his third year, in the fourth year he is introduced to a detailed explanation and study of Myth, the origins and history of Mythology as a science nowadays, legend and its different types while concentrating on the points of similarity and contrast in Modern English Literature.

The course is supposed to consist of three texts varying between Tragedy and Comedy for famous Greek writers such as Sophocles and Euripides, etc. Following the main concepts and principles defined by Aristotle in his Poetics including the six main elements of Tragedy such as Plot, Character, Diction, Thought, Spectacle, and Song as well as other concepts such as the definition of Tragedy, the concept of the Tragic Hero, the two concepts of Hamartia and Peripetia, the student is asked to apply them upon Classical Literary Texts.

Course contents:

This course is supposed to include some classical texts like: Odipus the King, Antigone, and Odipus at Colonus by Sophocles.

Some other texts by Aesculius and Euripides such as Agamemnon and Medea.
Pragmatics

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

Course Objectives:

- This course aims at making the student aware of Pragmatics as a science in itself which is a systematic way of explaining language use in context.

- The student studies how this science seeks to explain aspects of meaning which cannot be found in the plain sense of words or structures, as explained by semantics.

- At the end of the course he gets the idea that the study of Pragmatics is important because it is essential to our understanding of language as people's main instrument of "natural" and "societal" interaction.

Course Description:

In his fourth year the student is introduced to what is called Dialectology, Sociolinguistics, and a definition and detailed description of these two branches of Linguistics. He is also introduced to the main ideas and concepts concerning Geographical dialects and Socio-dialects as well as the social implication of the different dialects in English Language.

Course contents:

The student will study the following:
The treatment of given versus new information including presupposition.
Deixis.
Implicature.
The relations of meaning or function between portions of discourse( Interpropositional relation or turns of conversation and conversation analysis).
Victorian Drama and Modern Drama

Number of hours : 4 per week

Course objectives:

- One of the main targets of this course is to make the student recognize that through Drama he can become anyone, anywhere, at anytime.
- He also realizes that by understanding Drama he can learn to understand anyone, anywhere anytime.
- He can also get the idea that plays often capture the essence of a culture or a group within that culture. They reveal the attitudes and opinions of their day.
- Studying Drama has a lot of personal benefits for students. It helps with building self-confidence, speaking in public, and developing interpersonal skills.
- Drama will help them to be more aware of how their physical presentation can effect the way people see them.
- Ethically, it provides the motivation to start to evaluate their own values and beliefs.
- The student, also, recognizes the importance of the course at hand. Modern Drama is the leaven of radical thought and the disseminator of new values.

Course Description:

The student is introduced to the main features that distinguish the Victorian Age as well as the Modern Age from the previous ages including the historical, political, and social background of them.

This course consists of Modern Literary Schools including Realism, Naturalism, and Symbolism. It is obvious that the student studies those schools in order to realize how far the literary work is influenced by them.

In addition, in this year the student studies two literary texts, a Victorian and a Modern one, then he is asked to compare between the two while highlightening and spotting the light on the points of similarity and contrast between them.

Besides, this course includes a Shakespearean text such as Hamlet, Othello, King Lear, Macbeth, in short one of his masterpieces, and the student is asked to handle the text and analyse in detail the points of dramatic structure, plot, themes, techniques, style of writing and language, as well as some other
elements.

Course contents:
The student is supposed to study some modern literary texts such as Look Back in Anger by John Osborne, Heartbreak House by Bernard Shaw, Rosencrantz and Guildenstern Are Dead by Tom Stoppard, Murder in the Cathedral by T.S Eliot and others.

Poetry

Number of hours: 4 per week

Course objectives:

- This course is meant to deepen the student's poetic awareness, increase his artistic poetic taste, and he finally finds points of similarity between that age and the age in which he lives.
- This allows and enables him to make connections, matches, comparisons, which in turn makes him capable of analysing different matters.
- It makes him recognize that Poetry is no longer a study of forms and shapes, but a scientific intellectual entity which expresses a specific ideology resulted from the culture of war.

Course Description:
The student studies the most important features and characteristics of the Victorian and Modern ages, then he moves forward to get some hints about the most famous and influential poets of this age.
By the end of this course, the student becomes aware of the importance of poetry and certain deep inside that poetry has its own vision and mission as it delivers a certain message and carries a certain objective which could be a political one, a social one, or with a different end away from Politics and Society. Whatever the goal poetry aims at, it has a content an an implication that expresses and refers to a specific kind of thought reflected by the poet in his poetry. Furthermore, it embodies and represents the soul of the age in which it was mentioned and reflects the intellect of the poet who has formed it.
Course Contents:

The student studies some works by T.S Eliot, W.B Yeats, W.H Auden, such as The Waste Land, The Second Coming, Musee des Beaux Arts.

Novel

Number of hours: 4 per week

Course objectives:

- He is also made aware that the stylistic features are concerned with choice of vocabulary, imagery and metaphors, shifts in tone, and register use of irony and humour.
- Due to this course the student is to realise the great overshadowing events of the 20th century.
- Also, he gets an idea about the number of key thinkers have influenced the novels of the 20th century.
- He is made sure that the 20th century, like the Victorian era, is a period characterized by the dizzying rapidity of change.
- Studying Novel provides "happiness" to the students who come from various cultural backgrounds.
- The Novel sometimes works as a historical chronicle. As it depicts the "real" political and social state of certain countries at different periods of time.
- It provides the student with moral values as it deepens good attitudes inside him. It shows him wrong and right, evil and good and so forth.
- It inspires him as a guide or a "map" showing him how to live his life in the right way and make the ultimate use of it.

Course Description:

In the fourth year the student studies the 20th Century Novel and gets a general idea about the cultural, political, and social factors that led to the appearance of different types of lives, characters as well as the influence of those factors upon the development of the form and the structure of the story and the characters as
well. Also, the student studies some selected works of art. Then, he is taught how to analyse those literary works by applying the main principles of the different Modern Schools of Literary Criticism such as the Formalistic School, the Psychological or Psychoanalytic School, Marxist School, Feminist School, and many other schools as well.

Course contents:

The student studies some selected works such as The Princess by D.H Lawrence, Sons and Lovers by D.H Lawrence, The Dubliners, A Portrait of the Artist as a Young Man, Ulysses, Finnegans Wake by JAMES JOYCE, To the Lighthouse by VIRGINIA WOOLF, The Sound and the Fury by William Faulkner, and others.

Theoretical and Applied Criticism

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

Course objectives:

- This course enables the student to do something very important which is how to read and analyse any literary work no matter how difficult it is.
- It makes it clear for him that Critics have been controversial figures, much-abused over the centuries. However, criticism provides the public with a critical language and raises literary standards.
- He becomes aware that the most general significance of criticism is that it introduces the public to books.
- By the end of this course, Criticism will raise the student's intellect. As it creates a vocabulary, a set of diction, terms and concepts with which to properly assess literature. Whether it's through the mode of close reading common to the New Critics, structuralism or poststructuralism, biographical or cultural contexts, formalism or other critical traditions, critical writings provide frameworks, responsive to the particular era in which the texts exist, that assist interpretation.
Course Description:

He is introduced to the most important schools of Criticism of the Modern Age. These schools are used nowadays in analysing or studying any literary work of art.

Concerning the Practical Part, the student studies two different literary works such as plays, novels, short stories, poems, and he is asked to apply the main theories related to the modern schools upon them. Sometimes he is asked to compare between two literary works through applying the main principles of the modern schools of Criticism, the schools that he has been studying throughout the year.

Course contents:

Among these modern schools that the student is supposed to be exposed to, we find the Formalistic School of Literary Criticism and its founder Shklovsky, New Criticism and its founder R.S Crane, Sociological School which includes the Marxist School for Karl Marx, Archetypal School and its leader C.G Jung, the Psychoanalytical School and Freud, the Reader Response Criticism for the group of critics Norman Holland, Stanely Fish, Wolfgang Iser and others as well as the Phenomenological School of Literary Criticism.

Text Analysis

Number of hours: 4 hours per week

Course objectives:

- This course attempts to give the student an idea about how to approach a text that he doesn’t know very well.
- The student is taught that the text-analytic methods cover a spectrum between the completely algorithmic and the exploratory.
- He gets the idea that text-analysis may be divided into the following kinds, usually practiced at different places along the algorithmic–exploratory spectrum: **Concording**, **Content analysis**, and **Statistical analysis**.
- He is also made to know that he has to consider certain points before getting involved into this process of text analysis and these elements or points are:

  a- **Genre**. What kind of a text does he have? Novelistic, poetic, bureaucratic,
legal? Was it originally written, or was it delivered orally? What are the formal features he would expect such a text to have, which can he spot when he look at it?

b- **Rhetoric and vocabulary**. Genre will tend to define a particular way of speaking or writing and to shape the vocabulary, including how frequently particular words appear.

c- **Social or psychological circumstances**. Familiarity with the social circumstances surrounding the creation of the text may be relevant; so also the known or suspected psychology of the author or speaker.

d- **Historical circumstances**. The more he knows about the historical circumstances under which the text was produced the better.

- The student is made aware of certain steps he should follow in analyzing any work of art. As he goes at the text with a quiet, open mind, having little or no idea what he is going to catch. He knows perfectly well that if he is after something in particular, then of course it is a different kind of activity.

- By the end of this course the student keeps in mind the techniques that he should follow including:

  **High-frequency words**. A quite crude but useful technique is to look through a list of the most frequent word-forms for anything that is unusual or particularly characteristic of the text in question. Frequency of word-forms is only roughly related to what a text says, but it is related, and so is useful to work with.

  **Collocations**. A somewhat more sophisticated tool for relating word-forms to meaning generates information on what words tend to be found together, either contiguously or within a specified proximity.

  **Concording**. The essential idea behind the concordance, especially the KWIC, is to direct your attention to the immediate linguistic environment of the specified word. Hence when you find a potentially interesting word, often the next step is to run a concordance on it, then look down the concordance listing to see what patterns you can spot.

**Course Description:**

In his fourth year, the student studies two ages, his main focus is on the **Victorian** and the **Modern** ages. Those two ages are characterized with the richness of literary works and the appearance of various schools of Criticism as well as Philosophical and literary works. Consequently, the student studies prose representing the two ages and is asked to analyse literary texts and to focus on
the main characteristics that distinguish this age from the former ones linguistically, intellectually, and culturally.

**Course contents:**

Some selected prose including novels, short stories, plays and Poetry as well. Some plays such as The Emperor Jones by Eugene O'Neill, Equus by Peter Shaffer, and other works.

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**Comparative Literature**

**Number of hours:** 4 hours per week

**course objectives:**

- By the end of this course the student is supposed to know how to make a comparison between two texts written by two writers who came from two different cultures with two different backgrounds.
- He recognizes the different schools of Comparative Literature including the American school, the French school, and the German defining which one he would like to follow while comparing two different literary works of art.
- He also becomes aware of how to deal with the literature of two or more different linguistic, cultural, or national groups.
- He professionally acknowledges that while most frequently practiced with works of different languages, comparison may also be performed on works of the same language if the works originate from different nations or cultures among which that language is spoken.

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**Course Description:**

The course in the fourth year complements its previous one in the third year and the student is introduced to the techniques and elements of comparison between the different schools of Criticism as well as studying some literary texts for comparison and focusing on some modern texts in Drama, Poetry, and Short Story.
Course contents:

Some selected works such as holding a comparison between Heart of Darkness by the British writer Joseph Conrad and Things Fall Apart by the African novelist Chinua Achebe and other works for other writers.

American Literature

Number of hours 4 per week

Course objectives:

- One of the main goals of this course is to introduce the student to the American culture.

- Another aim is to initiate him into the new methods of writing and the new schools that have appeared in the American Literature including Poetry, Drama, and Novel.

Course Description:

The student is given a brief introduction about the American Literature and the stages of its development in different branches such as Drama, Poetry, and Fiction. In addition, he studies the most important new trends in the American Literature as well as studying modern and contemporary models in its different branches in order to know their style, main ideas, and how far they are influenced by the age and the European Literature as well.

Course contents:

In Poetry the student studies the Confessional school of Poetry with its confessional poets such as Sylvia Plath, Anne Sexton, Robert Lowell and others. In Drama the student studies some texts for American playwrights such as Edward Albee and his two plays The Zoo Story and The American Dream, Eugene O'Neill and his famous play Hairy Ape, and other plays as well. Also some novels and short stories for Herman Melville and other writers as well.

Translation:

Number of hours: 6 per week (4 classes and 2 sections)

Course contents:

Theories of translations and different types of texts to be translated.
Culture
Number of hours: 4 per week.

Course contents:
Studying the culture of Modern Britain (20th century England).

Essay Writing
Number of hours: 6 per week (4 classes and 2 sections)

Course contents
Teaching the student how to write a good essay, the rules of punctuation, and some rules of grammar as well.