

College of Arts

Department of English

Mission:

The Mission of the College of Arts is to create and develop researchers in the different fields of Humanities who are deeply engaged in the cultural life of their country and have global vision as well. The College of Arts works to create and disseminate knowledge of human experience, thought, expression, and creativity to advance human welfare in all its dimensions. Through a defining commitment to vigorous intellectual debate in a diverse community and to the value of interdisciplinary approaches to major issues and ideas, the College educates global citizens who think creatively about the challenges of the 21st century. Its faculty members cultivate the transforming power of the imagination and lead their fields in ambitious, original research on topics ranging from ancient history and literature to the contemporary digital culture.

Vision:

We envision a college that leads the academic and cultural life in the country through fostering and nurturing researchers in the Arts and Humanities. This can be achieved through

- Nurturing emerging disciplines and the creation of new knowledge and artistic expression in response to a rapidly changing world;
- Rethinking the education of future scholars and artists to meet the needs of the 21st century, particularly the need for deep historical knowledge of diverse cultures at home and abroad and for effective use and new development of powerful technology for communication and creativity;
- Expanding opportunities for all of our students to acquire a nuanced understanding of the world as a place of difference and diversity across time and cultures.



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First Year

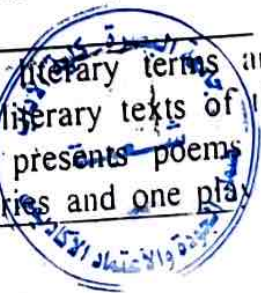
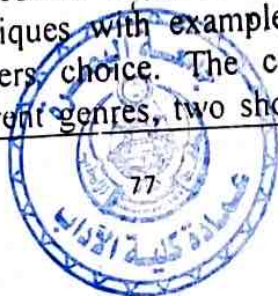
No.	Subject	Credit	Teaching Hours
1	English Grammar	5	3
2	Introduction of English Literature	5	3
3	Phonetics	5	3
4	Reading and Listening	5	2
5	Writing	3	2
6	Communication Skills	4	2
7	Second Language	4	2
8	Arabic Language	3	2
9	Computer skills	4	2
10	Human Rights	41	24
	Total		

First Year: Course Description

Course title	English Grammar
Credit Hours	5
Learning objectives	Enabling students to construct correct English sentences with correct tenses. Students use verb to be in the different types of English sentences
Course description	The course covers the definite and indefinite articles, modifiers, verb to be, English sentence types, time adverbs, relative pronouns, direct and indirect speech, and passive voice.
Recommended book (s)	Raymond Murphy, <i>English Grammar in Use</i> (2011)

Course title	Introduction to English Literature
Credit Hours	5
Learning objectives	Teach students the basic approaches to deal with literary texts. Students become able to recognize different literary genres and the study the earlier forms of literature
Course description	The course covers the basic literary terms and techniques with examples of literary texts of the teachers' choice. The course presents poems of different genres, two short stories and one play.

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	be chosen by the teacher
Recommended book (s)	Types of Literature



Course Title	Phonetics
Credit Hours	5
Learning objectives	To enable students to pronounce English sounds and their different clusters correctly.
Course description	The course covers English phonetics, vowels (short and long), sound articulation, voiced and voiceless sounds, phonemes, syllables
Recommended book (s)	O'Conner, Better English Pronunciation

Course title	Reading and Listening
Credit Hours	5
Learning objectives	Develop students reading and listening skills
Course description	The course covers texts in English, narrative and descriptive, with wide range of up-to-date vocabulary with exercises on writings. Also, the course develops the listening skills of the students.
Recommended book (s)	Linda Lee & Erik Gundersen, <i>Selected Readings: Beginner</i> (listening) _____, <i>Selected Readings: Pre-Intermediate</i> (reading)

Course title	Writing
Credit Hours	3
Learning objectives	Develop students writings skills on a paragraph basis
Course description	The course covers the types of English sentences and their use in guided composition, punctuation, conjunctions, and letter writing and paraphrasing.
Recommended book (s)	Dorothy Zamach, <i>Writing in Paragraphs</i>

Course title	Communication Skills
Credit Hours	3
Learning	Develop students skills in communication in English



objectives	
Course description	The course covers idiomatic expressions and skills of conversations and encouraging students to practice the English they learn. Also, students are asked to write their own conversations
Recommended book (s)	Person to Person I

Course title	Second Language
Credit Hours	4
Learning objectives	Enable students to learn another language besides English
Course description	This course covers the study of another European language: grammatical structure, sound articulation, and idiomatic expressions
Recommended book (s)	Materials to be determined by course instructors

Course title	Arabic Language
Credit Hours	4
Learning objectives	Develop students skills in contrastive linguistics between Arabic and English
Course description	The course covers literary texts and grammatical structures in Arabic to compare it with what the students study in English
Recommended book (s)	Materials to be determined by course instructors

Course title	Computer Skills
Credit Hours	3
Learning objectives	Develop students skills in computer applications
Course description	The course covers the basics of computer hardware and software and the applications of Microsoft Office of Word, Power Point and Excel.
Recommended book (s)	Materials to be determined by course instructors



Course title	Human Rights
Credit Hours	4
Learning objectives	Enable students to understand Human Rights chart
Course description	The course covers the international human rights and citizenship and the citizen-government relationship
Recommended book (s)	Materials to be determined by course instructors





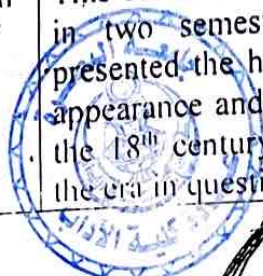
Second Year

No.	Subject	Credit	Teaching Hours
1	English Grammar	5	3
2	English Novel in the 18 th c.	5	3
3	English Poetry from Renaissance to Neo-Classicism	4	2
4	English Renaissance Drama	5	3
5	Phonology	5	3
6	Reading and Listening	4	2
7	Writing	3	2
8	Communication Skills	3	2
9	Second Language	4	2
10	Arabic Language	4	2
	Total	42	24

Second Year: Course Description

Course title	English Grammar
Credit Hours	5
Learning objectives	The course aims at developing students' understanding of English tenses, auxiliaries and adjective sequence
Course description	The course covers the following topics: tenses, auxiliaries, adjective sequence, if clauses, passive voice, direct and indirect speech, comparatives and superlatives, interrogative sentences
Recommended book (s)	John Eastwood, Oxford Practice Grammar Raymond Murphy, English Grammar in Use

Course title	English Novel in the 18 th c.
Credit Hours	5
Learning objectives	This course aims at introducing the genre of English novel to second year students, and presenting the social, economic and cultural elements which led to the rise of the novel in the 18 th century.
Course description	This course is an introductory one which is covered in two semesters in which students must be presented the historical and cultural context of the appearance and flourishing of the English novel in the 18 th century. In addition, two major novels of the era in question are to be studied.



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Recommended book (s)	The texts to be chose by the instructor
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Course title	English Poetry from Renaissance to Neoclassicism
Credit Hours	4
Learning objectives	The course to introduce the English poetry of the sixteenth, Seventeenth and eighteenth centuries to the second year students and make them aware of the most important poets, styles, group of poets which appeared in the above-mentioned eras
Course description	This course goes on a chronological order and highlights the major poets of each period, such as renaissance, cavalier poets, metaphysical poets and neo-classical poets, and Milton. Emphasis must be given to the historical and cultural context of each period. And a careful selection of some poems belonging to each period which are representative of each poet will suffice
Recommended book (s)	Penguin Book of English Poetry

Course title	Renaissance Drama
Credit Hours	5
Learning objectives	The course intends to present the English dramatic texts of the Renaissance to the students
Course description	In addition to an introductory overview of the basic elements and components of the genre of drama, and the dramatic conventions of the sixteenth century, two plays (a tragedy and a comedy) must be fully and deeply studied in class
Recommended book (s)	To be chosen by the instructor



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Course title	Phonology
Credit Hours	5
Learning objectives	Develop students skills to pronounce vowels and voiced and voiceless sounds besides enabling students to develop their accent and intonation
Course description	The course covers a review of vowels and voiced and voiceless sounds, and explains phonemes, phonetic syllables, accent and intonation. Also, students should spend one hour weekly listening and practicing the pronunciation of the segments they study.
Recommended book (s)	Peter Roach, <i>Phonetics and Phonology</i>

Course title	Reading and Listening
Credit Hours	4
Learning objectives	Develop students skills in reading and listening comprehension
Course description	The course covers narrative and descriptive texts in English, studying the grammatical structures and the vocabulary used in English for Academic Purposes.
Recommended book (s)	Linda Lee & Erik Gundersen, <i>Select Reading: Intermediate</i>

Course title	Writing
Credit Hours	3
Learning objectives	Develop students skills in writing in academic language
Course description	The course covers exercises that develop students' academic writing and the grammatical structures used in academic textbooks
Recommended book (s)	Dorothy Zamach, <i>Academic Writing</i>



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Course title	Communication Skills
Credit Hours	3
Learning objectives	Develop students' debate skills and public speaking, job interviews.
Course description	The course covers train the students to debate, make a presentation, and interviews.
Recommended book (s)	Person to Person II

Course title	Second Language
Credit Hours	4
Learning objectives	Students learn the basics of the European language they have started with in the first year
Course description	The course covers basic grammatical structure, reading passages in another European language (French, Spanish or German)
Recommended book (s)	Materials to be determined by course instructors

Course title	Arabic
Credit Hours	4
Learning objectives	Develop students' understanding of comparative literature in Arabic and English
Course description	The course covers studying literary texts from Arabic literature and compare as possible on the level of genre and technique with their counterparts in English
Recommended book (s)	Materials to be determined by course instructors



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Third Year

No.	Subject	Credit	Teaching Hours
1	English Grammar	5	3
2	19 th c. Novel	5	3
3	English Poetry in the 19 th c.	5	3
4	Drama from Shakespeare to Shaw	5	3
5	Essay Writing	3	2
6	Introduction to Linguistics	5	3
7	Methods of Research	3	2
8	Translation	4	2
9	Second Language	4	2
	Total	39	23



Third Year: Course Description

Course title	English Grammar
Credit Hours	5
Learning objectives	The course aims at developing students' skills structural grammar and their ability disintegrate morphemes used in word formation
Course description	The course covers structural grammar, types of morphemes, suffixes, word formation, verbal and nominal clauses, word stems, parts of speech, adjectival phrase, and sentence compliment.
Recommended book (s)	Norman C. Stageberg, <i>Introductory English Grammar</i>

Course title	19 th c. Novel
Credit Hours	5
Learning objectives	The course aims at introducing English novel written in the 19 th c. and the transition from romanticism toward realism in English fiction.
Course description	This course is covered in two semesters: in the first semester, the course explores the English novel in the first half of the 19 th c through the work of Jane Austen and the Brontes. The second semester explores the English novels written in the second half of the 19 th c through the works of Charles Dickens and Thomas Hardy
Recommended book (s)	Texts to be chosen by the instructor



Course title	English Poetry in the 19 th c.
Credit Hours	5
Learning objectives	The course aims at introducing English poetry written during the 19 th c and its social and philosophic context
Course description	This course is covered in two semesters: in the first semester, the course explores the pre-romantic and romantic poetry of Blake, Wordsworth, Coleridge, Shelley, Lord Byron and Keats. The second semester covers the Victorian poetry through the study of Tennyson, Matthew Arnold, Browning,



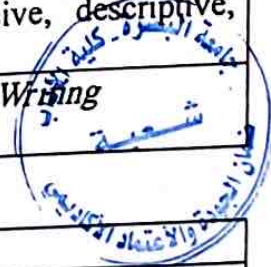
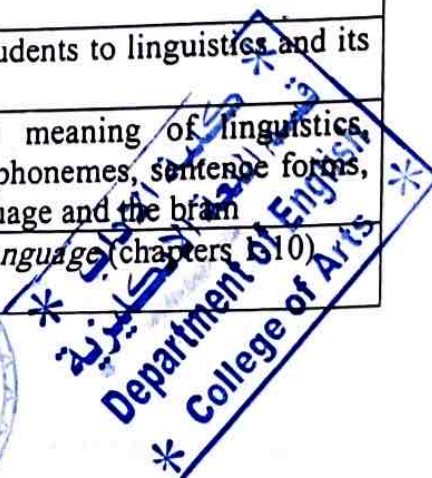
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	Elizabeth Browning and the pre-Raphaelite poets.
Recommended book (s)	<i>Penguin Book of English Poetry</i>

Course title	Drama from Shakespeare to Shaw
Credit Hours	5
Learning objectives	The course aims at introducing the development of English drama from the time of Shakespeare, followed by the restoration, Augustan and ends with Bernard Shaw
Course description	This course is covered in two semesters: in the first semester, the course explores the English drama written in the Shakespearean and restoration period through studying plays written in the 17 th c. by Shakespeare and restoration dramatists. The second semester covers the English drama written in the Augustan and 19 th cc. through the works of Goldsmith and Shaw
Recommended book (s)	Materials to be determined by course instructors

Course title	Essay Writing
Credit Hours	3
Learning objectives	The course aims at developing students skills in writing essays in all its types
Course description	The course covers techniques of writing literary, argumentative, narrative, persuasive, descriptive, and analytical essays
Recommended book (s)	L. G. Alexander, <i>Essay and Letter Writing</i>

Course title	Introduction to linguistics
Credit Hours	5
Learning objectives	The course introduces students to linguistics and its inter-related fields
Course description	The course covers the meaning of linguistics, definitions of language, phonemes, sentence forms, sociolinguistics and language and the brain
Recommended book (s)	George Yule, <i>Study of Language</i> (chapters 1-10)



Course title	Methods of Research
Credit Hours	3
Learning objectives	The course aims at developing students skills in academic research.
Course description	Choosing topic for the research, techniques of quoting, paraphrasing, and summarizing, documentation and writing mini research
Recommended book (s)	Research Writing

Course title	Translation
Credit Hours	4
Learning objectives	The course aims at introducing students to translation and develop their skills in translating from and to English
Course description	The course covers introduction to translation, techniques of translation and the translation of media and general texts
Recommended book (s)	It is recommended that a committee writes a book on techniques of translation and their application.

Course title	Second language
Credit Hours	4
Learning objectives	the course aims at introducing more advanced readings in the second language they are studying besides English
Course description	the course covers advanced reading passages in European language, exercise in vocabulary and comprehension, training students to use the second language in conversations.
Recommended book (s)	Materials to be determined by the course instructor



Fourth Year

No.	Subject	Credit	Teaching Hours
1	Transformational Generative Grammar	5	3
2	Literary theory and criticism	5	3
3	20 th c. Poetry in English	5	3
4	20 th c. Novel in English	5	3
5	20 th c. Drama in English	5	3
6	Linguistics	5	3
7	Translation	3	2
8	Second Language	4	2
9	Graduation Project	3	0
	Total	40	21

Fourth Year: Course Description

Course title	Transformational Generative Grammar
Credit Hours	5
Learning objectives	This course aims at teaching students the basics of generative grammar and sentence deep structures
Course description	The course covers transformational grammar, functional grammar, deep structures of interrogative sentence
Recommended book	Liles, B. L. (1971) An Introductory Transformational Grammar



Course title	Literary Theory and Criticism
Credit Hours	5
Learning objectives	The course aims at introducing students to the beginning of literary theory and its major orientations and train students with the practical approaches to study a literary work.
Course description	The course covers the major orientations of literary theory starting with Plato to the 20 th c. in addition to the major schools of literary criticism like feminism, reader-response theory, psychological approach to literature. The course also trains students to write a critique using the approaches of literary criticisms in studying poetry and prose.
Recommended book (s)	Charles E. Bressler, <i>Literary Criticism: an Introduction to Theory and Practice</i> 2007

Course title	20 th c. Poetry
Credit Hours	5
Learning objectives	The course aims at introducing English poetry in the twentieth century and the study of the social context of this poetry
Course description	This course is covered in two semesters: in the first semester, the course explores the English poetry written in the first half of the 20 th c. through studying selected texts from the poetry of Edwardians, Georgians, war poets, modernists, socialists and surrealists. In the second semester, the course covers the English poetry written in the second half of the 20 th c. through studying texts by Philip Larkin, Ted Hughes, Seamus Heaney and Geoffrey Hill
Recommended book (s)	<i>Norton Anthology of Modern Poetry</i>



Course title	Literary Theory and Criticism
Credit Hours	5
Learning Objectives	The course aims at introducing students to the beginning of literary theory and its major orientations and train students with the practical approaches to study a literary work.
Course description	The course covers the major orientations of literary theory starting with Plato to the 20 th c. in addition to the major schools of literary criticism like feminism, reader-response theory, psychological approach to literature. The course also trains students to write a critique using the approaches of literary criticisms in studying poetry and prose.
Recommended book (s)	Charles E. Bressler, <i>Literary Criticism: an Introduction to Theory and Practice</i> 2007

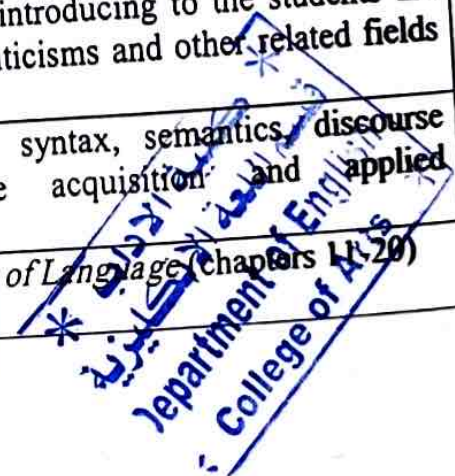
Course title	20 th c. Poetry
Credit Hours	5
Learning Objectives	The course aims at introducing English poetry in the twentieth century and the study of the social context of this poetry
Course description	This course is covered in two semesters: in the first semester, the course explores the English poetry written in the first half of the 20 th c. through studying selected texts from the poetry of Edwardians, Georgians, war poets, modernists, socialists and surrealists. In the second semester, the course covers the English poetry written in the second half of the 20 th c. through studying texts by Philip Larkin, Ted Hughes, Seamus Heaney and Geoffrey Hill
Recommended book (s)	<i>Norton Anthology of Modern Poetry</i>



Course title	20 th c. Novel
Credit Hours	5
Learning objectives	The course aims at introducing English poetry written during the 20 th century and introducing the social and political context that contributed in developing this genre
Course description	The course covers studying two novels written in the 20 th c. with emphasis on the narrative techniques and experimentation in narrative writing. A third novel is give as home-reading and it is included in the student's final evaluation
Recommended book (s)	Materials to be determined by course instructors

Course title	20 th c. Drama
Credit Hours	5
Learning objectives	The course aims at introducing English drama written during the 20 th c. with its social and political contexts
Course description	The course covers the study of two plays written in the 20 th c. with reference to the literary schools they belong to. A third play is given as a home-reading book and it is included in the student's final evaluation.
Recommended book (s)	The texts to be chosen by the instructor

Course title	Linguistics
Credit Hours	5
Learning objectives	The course aims at introducing to the students the basic concepts of criticisms and other related fields of linguistics
Course description	The course covers syntax, semantics, discourse analysis, language acquisition and applied linguistics.
Recommended book (s)	George Yule, <i>Study of Language</i> (chapters 1-20)



Course title	Translation
Credit Hours	3
Learning objectives	The course aims at developing students skills in literary translation from and to English
Course description	The course covers basics of literary translation techniques, problems in literary translation, and exercises that train students in translating from and to English literary texts of different genres.
Recommended book(s)	The instructor chooses the texts.

Course title	Second language
Credit Hours	4
Learning objectives	The course aims at students' reading skills in the European language they are learning (French, Spanish or German)
Course description	The course covers reading passages for advanced levels with exercises on vocabulary and conversations in the second language.
Recommended book(s)	To be chosen by the instructor

Course title	Graduation research
Credit Hours	3
Learning objectives	The course aims at developing students' skills in writing academic papers
Course description	The student writes a graduation paper in the field of English linguistics or literature in which they follow the methodology they have learned in the method of research
Recommended book(s)	Materials to be determined by course instructors



المناهج الدراسية :-

المناهج العلمية المقررة للعام الدراسي 2020-2021

المرحلة الاولى / الفصل الاول :-

المرحلة	المادة	المناهج الدراسية	المقرر	المرحلة
3		Types of Literature	مدخل الى الشعر الانكليزي	الأولى
3		Rapid Review of English Grammar	النحو التقليدي 1	الأولى
3		Better English Pronunciation	التلفظ للمستوى الاول	الأولى
2		Espanol en directo , A1	اللغة الفرنسية	الأولى
1		Cour de Langue et de civilization Francoise.	اللغة العربية	الأولى
1			الحاسبة	الأولى
1			حقوق الإنسان	الأولى
1		Person to Person 1 Communicative Speaking and Listening Skills	مهارات التواصل المستوى الاول	الاولى

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المرحلة الاولى / الفصل الثاني :-

المرحلة	الاسم	المحتوى	الوصف	المرحلة
3		Types of Literature	مدخل الى النثر والمسرحية	الأولى
3		Rapid Review of English Grammar	النحو التقليدي 2	الأولى
3		Better English Pronunciation	التلفظ للمستوى الثاني	الأولى
3		Select Reading Pre-intermediate	القراءة	الأولى
3		Writing in Paragraph	الكتابة	الأولى
2		Cour de Langue et de civilization Francoise +Espagnol en directo A1	اللغة الفرنسية	الأولى
1			اللغة العربية 2	الأولى
1			الديمقراطية	الأولى
1			الحاسبة 1	الأولى
1		Person to Person 1 Communicative Speaking and Listening Skills	مهارات التواصل المستوى الثاني	الأولى

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المرحلة الثانية :-

الفصل الاول :-

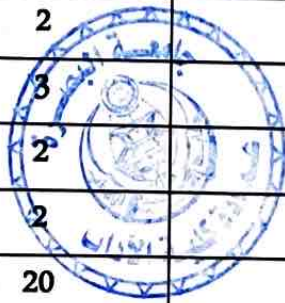
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3	النحو	الثانية
2	الكتابة	الثانية
2	القراءة	الثانية
2	الشعر	الثانية
2	الرواية	الثانية
2	المسرحية	الثانية
3	الصوت	الثانية
2	الحادثة	الثانية
2	اللغة الفرنسية	الثانية
20	المجموع	



الفصل الثاني :-

الوحدات	اسم المادة	المرحلة
3	النحو	الثانية
2	الكتابة	الثانية
2	القراءة	الثانية
2	الشعر	الثانية
2	الرواية	الثانية
2	المسرحية	الثانية
3	الصوت	الثانية
2	الحادثة	الثانية
2	اللغة العربية	الثانية
20	المجموع	

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المرحلة الثالثة :-

المرحلة	النوع	المادة	الوقت
6	النحو	Introductory English Grammar	الثالثة
6	علم اللغة	The study of Language	الثالثة
4	الترجمة	An Introduction to Translation	الثالثة
6	الشعر	Text to be chosen by the instructor	الثالثة
6	المسرحية	English Drama	الثالثة
6	الرواية	Text to be chosen by the instructor	الثالثة
4	اللغة الأجنبية الثانية	Break through French Book 2	الثالثة
4	كتابة المقالة	L.G.Alexander, Essay and Letter Writing	الثالثة
4	طرق البحث	Research Writing	الثالثة

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المرحلة الرابعة :-

الرحلات	النوع المساعد	النوع الرئيسي	المادة	المرحلة
6		The study of Language	علم اللغة	الرابعة
6		An Introductory Transformational Grammar	النحو التحويلي	الرابعة
4		Translation and Translating-Theory and practice	الترجمة	الرابعة
6		Text to be chosen by the instructor	الرواية	الرابعة
6		Text to be chosen by the instructor	المسرحية	الرابعة
6		Text to be chosen by the instructor	الشعر	الرابعة
6		Literary Criticism :an Introduction to Theory and Practice 2007	النقد الأدبي	الرابعة
4		Break through French Book 1	اللغة الأجنبية الثانية	الرابعة

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University of Basrah
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First Year: Communication skills Syllabus

The current course is intended to provide the following objectives:

1. Present a comprehensive material in which each unit is centered around dialogues, pair-work speaking practice, and audio material that present English as it is really spoken.
2. It is meant by the end of the course, the first year students will be able to communicate more fluently in English, so that they able to give opinions, make requests, talk freely....etc.

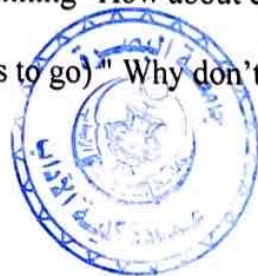
The course is divided into two parts covering the two semesters.

1st semester

Week

Material

- | | |
|----|--|
| 1 | Unit1 : Informal introduction "Nice to meet you" |
| 2 | Unit 1 : Formal introduction " Could I have your name" |
| 3 | Unit 2 : Getting information "Tell me about your family" |
| 4 | Unit 2 : describing people "What does she look like" |
| 5 | Unit 3 : Identifying location " Do you know where it is?" |
| 6 | Unit 3 : Describing things "What does it look like?" |
| 7 | Review: Units 1-3. |
| 8 | Unit 4 : Greetings and leave taking : starting and finishing times, opening and closing times. |
| 9 | Unit 5 : Talking about likes and dislikes. |
| 10 | Unit 6 : Invitation :accepting and declining "How about coming with us?" |
| 11 | Unit 6: Invitation (suggesting places to go) " Why don't we meet there?" |



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12 Review: Units 4-6

13 Unit 7 : Requests " Could you help me?"

14 Unit 7 : making comparison "This sweater is more stylish."

15 Review: Units 1-7

2nd Semester

1 Unit 8 : Discussing the menu, ordering " And what would you like?"

2 Unit 8 : Describing food "Would you care for any dessert?"

3 Unit 9 : Asking people to do things" Could I borrow that?"

4 Unit 9 : Doing favourites " Could you change my room?"

5 Unit 9 : Requesting actions, accepting an apology

6 Review: Units 7-9

7 Unit 10 : Giving and getting personal information (1) : Where are you from?"

9 Unit 10 : Giving and getting personal information (2).

10 Unit 10 : Discussing length of time " How long did you do that?"

11 Unit 11 : Asking about past experiences " Have you ever been to Japan?"

12 Unit 11 : Comparing places "Which city did you like better?"

13 Unit 12 : Discussing future plans "What are you going to do?"

14 Unit 12 : Discussing goals, and hopes " What do you want to do?"

15 Review : Units 10 -12

Richards, Jack c, Bycina, David & Wisniewska ,Ingrid (2005). Person to Person :communicative Speaking and Listening Skills. 3rd edition. Oxford: Oxford University Press.





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Pronunciation / First Stage

Academic Year 2021-2020

1. **Textbook:** O'Connor, J. D. (1980). Better English Pronunciation. (2nd edn.)
Cambridge: Cambridge University Press.
2. **Tutor:** Abdulkareem Talib Al-Hdithi, (Ph.D.)
3. **The Aim of the Course:**

To provide the students with the sufficient information and training to master the perception and production of English speech sounds in isolation and within words and sentences. This practice and instruction will help the students pronouncing the English words and sentences correctly. Enable the students to read the phonemic transcription of words and utterances and representing words and utterances by transcribing them.

4. **Syllabus:**

(First Semester)

1. **Week 1.** An Introduction and general idea about the pronunciation of English, accents and dialects of English, Standard English vs. other varieties.
2. **Week 2.** The basic sounds, phonemes and sounds, vowels and consonants.
3. **Week 3.** The organs of speech and their functions, the larynx and voicing, the palate, the teeth, the tongue, the lips.
4. **Week 4.** The Consonants of English: friction consonants /f, v, θ, ð/
5. **Week 5.** The Consonants of English: Friction consonants /s, z, ʃ, ʒ, h/.
6. **Week 6.** The Consonants of English: plosives /p, b, t, d/.
7. **Week 7.** The Consonants of English: plosives /k, g/, affricates /tʃ, dʒ/.
8. **Week 8.** The Consonants of English: Nasals /m, n, ŋ/.
9. **Week 9.** The Consonants of English: lateral /l/, approximants /r, w, j/.
10. **Week 10.** Consonant sequences.
11. **Week 11.** General review and examination.



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(Second Semester)

12. *Week 1.* English vowels: short vowels /ɪ, e/, Cardinal Vowel Diagram..
13. *Week 2.* English vowels: short vowels /æ, ʌ, ʊ/.
14. *Week 3.* English vowels: short vowels /ʊ, ə/.
15. *Week 4.* English vowels: Long vowels /i:, a:, ɔ:/.
16. *Week 5.* English vowels: Long vowels /ɜ:, u:/.
17. *Week 6.* English vowels: closing diphthongs /aɪ, eɪ, ɔɪ, aʊ, əʊ/.
18. *Week 7.* English vowels: centering diphthongs /ɪə, eə, ʊə/, triphthongs.
19. *Week 8.* Transcription.
20. *Week 9.* Transcription (practice).
21. *Week 10.* Word groups and stress.
22. *Week 11.* Strong and weak forms.
23. *Week 12.* General review and examination.

5. Additional References:

- Dense, Peter. And Pinson, Elliot. (1993). *The Speech Chain.* (2nd edn.) New York: W.H. Freeman and Company.
- Ladefoged, Peter. (2004). *Vowels and Consonants.* (2nd edn.) Oxford: Blackwell.
- Ladefoged, Peter. And Maddieson, Ian. (1996). *The Sounds of the World's Languages.* Malden: Blackwell.

Tutor

Dr. Abdulkareem T. Al-Hadithi

Chaiman

Prof. Ridha Thanoon



Reading and Listening

Course Goals:

- ❖ To assist students to develop literal comprehension skills.
- ❖ To assist students to develop critical comprehension skills.
- ❖ To assist students to develop college-level vocabulary.
- ❖ To assist students to develop increased reading and listening efficiency.

Course description:

The course covers narrative and descriptive texts in English, studying the grammatical structures and the vocabulary used in English for academic purposes

Recommended book(s):

Linda Lee & Erik Gunderson, Select Readings Intermediate

	Week	Topic
1	W1	Answering 6 common interview questions
2	W2	Young women changing world
3	W3	Student learning teams
4	W4	Learning to speak
5	W5	The in the moon has company
6	W6	Culture Shock
7	W7	Private Lives
8	W8	A Young blind Whiz
9	W9	How to make a speech
10	W10	Conversational Ball Games
11	W11	Letters of Application
12	W12	Out to lunch
13	W13	Public Attitudes toward science
14	W14	The Art of Genius



Writing Skills: Foundations
Y1 Dept. of English – College of Arts/BU 2020-2021
Dr. Muhammad Alashtar



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* College of Arts *
* Writing Skills Module *

The Art of Effective Writing- Learning the Foundations

1Page |

Instructor: Dr. Phil. Muhammad Alashtar	Office: Dept. of English- College of Arts
Philosophy of Education – Critical Thinking and Pedagogy	
Office Hours: a wall-mounted sheet in my office indicates the hours of my availability for any queries and/or questions. Please sign up individually	E-mail: criticalthinkingrwcad@gmail.com Website: https://sites.google.com/site/drphilmuhammadalashar/home/home
	Facebook: basracritical thinkinggroup

Course Syllabus

This triple module outlines the major requirements, expectations, and policies made for this course. Read the THREE parts well and refer to them continuously

Part I. Basic Course Information

LOCATION: Department of English, Faculty of Arts at Basra University (BU) – 61004 Basra, Bab al-Zubair College Campus- Iraq.

COURSE DESCRIPTION

The focus of the course is to inculcate a culture of writing in your minds by developing your abilities to think, organize and express your ideas clearly and effectively in a highly organized way. This intensive course enhances your writing skills ground up, by learning the foundations of writing from sentences to paragraphs; and it prepares better (novice) writers, well-trained questioners, and better thinkers. Increasing your ability to write well is best addressed through the medium of critical thinking, by integrating the core skills: synthesis, analysis and evaluation of the paragraph quality. In short, this instructional program intends to develop better writers and teach you how to learn to write well by examining the logic behind writing.

Towards this end, a two-semester teaching program is designed to adequately address this course objective. In the first semester, emphasis is placed on the basics of writing from sentences to paragraphs: understanding sentence types and patters, understanding paragraph basics, understanding and developing topic sentences, reviewing the cohesive devices, identifying and developing different types of paragraphs, etc. In the second semester, the focus of the course is teaching students the ability to reflect, with reason and empathy, on the fundamentals of generating complete paragraphs and compositions.

STUDENTS LEARNING OUTCOMES

At the completion of this course, you will be



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* Writing Skills Module *



1. understand and engage in writing as a process;
2. understand and develop different kinds of sentences;
3. develop your grammar, syntax, and sentence structure;
4. develop different forms of paragraphs and a topic sentence clear to your readers;
5. continuously improve both content and organization through revision and proofreading;
6. understand that writing is conceived as a form of thinking and is grounded in inquiry; and hence it has a logical structure;
7. identify your strengths and weaknesses and improve your writing as such;
8. use questioning as a powerful tool for learning writing

TEXTBOOKS

1. E Zemach, Dorothy E.; and Islam, Carlos. *Writing in Paragraphs*. Oxford: Macmillan Publishers Ltd., 2003.
2. E Zemach, Dorothy. *Writing Sentences: The Basics of Writing*. Oxford: Macmillan Publishers Ltd., 2003.

FURTHER READING & INPUT

- Folse, Keith S. *Great Writing: Foundations*. Boston: National Geographic Learning/ Cengage Learning, USA, 2014.
- Folse, Keith S.; Muchmore-Vokoun, April; and Solomon, Elena Vestri. *Great Writing: Great Sentences for Great Paragraphs*. 4th ed. Boston: National Geographic Learning/ Cengage Learning, USA, 2014.
- Folse, Keith S.; Muchmore-Vokoun, April; and Solomon, Elena Vestri. *Great Writing: Great Paragraphs*. 4th ed. Boston: National Geographic Learning/ Cengage Learning, USA, 2014.
- Haugnes, Natasha. *Focus on Writing*. Pearson Education, Inc. NY: USA, 2012.

Learners are presented with a variety and complexity of writing assigned by the instructor including but not limited to: short and long paragraphs, different articles, propaganda and news, visual images (charts, graphs and photographs), extracts from the social media (face book, twitter, you tube, etc.), adverts and breaking news.

TIME FRAME: Two semester teaching intervention (8 months).

PROGRAM STARTUP: November, 2017

EXPEXTED PROGRAM FALL: May Fall, 2018

COURSE CONTENT

- The major areas of the current course will include
1. following conventions of standards written English
 2. developing different paragraphs and theses
 3. formulating introductions: hook, bridge, and thesis statements
 4. identifying different forms of paragraphs



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5. using connectors and cohesive devices
6. thinking that every paragraph has a logical structure
7. developing body paragraphs and conclusions

PHILOSOPHY OF TEACHING ADOPTED

My basic method of instruction follows an inquiry-based technique. In this course, we will use a variety of methods, including in-class discussion, Socratic questioning method, think aloud protocol TAP, focus group discussion FGD, workshops, individual and group presentation, seminar system, round table groups, etc.

Part II: Assessment Criteria

This part of the module explains in full the assessment rubric on which your answers are based and the grading policy.

ASSESSMENT RUBRIC CVC

Points are awarded on the basis of *clarity, relevance, depth, breadth, accuracy, precision, logic, and fairness*. This portfolio includes items such as

1. Content, organization and coherence (logical development of ideas; introduction, body and conclusion),
2. Vocabulary range, grammar, punctuation and style

Grading Rubrics

1 Content and organization (10 pts.)

Grading Scale	0-2 F	3-4 D	5-6 C	7-8 B	9-10 A
Components	Unskilled writer (unacceptable)	Minimally skilled (poor) writer	Beginning skilled (mixed level) writer	Skilled (commendable) writer	Highly skilled (exemplary) writer
Description	The paragraph is not completely developed and organized; the topic is not treated carefully; few developed or related ideas; absence of cohesive devices and/or supporting evidence; complete lack of logical structure	The paragraph is inadequately developed; minimal evidence of clear-cut organization; lack of evidence and minimal use of cohesive devices; ideas are irrelevant; minimal evidence of logical structure	The paragraph is partially logically structured; ideas are either limited or not sufficient; some irrelevant details presented; the organization of the paragraph is only partially presented; problems with the topic sentence; order of ideas; lack of evidence; basic	The paragraph is well-organized; the ideas are well-presented but could be fully developed; the topic is fairly treated; there is evidence that the text is logically sequenced; clear evidence of a good use of cohesive devices but they could be effectively	the topic is skillfully developed; the ideas are effectively planned and developed and are all relevant; no unimportant material are presented; very effective organization and clear division of introduction, body and conclusion; flow

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BU Oct 2017



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جامعة البصرة



المرحلة :-الاولى

المادة :-اللغة العربية

كلية الاداب

السنة الدراسية 2020-2021

قسم اللغة الانكليزية

مفردات المرحلة الاولى لمادة اللغة العربية

النحو العربي

اقسام الكلام العربي

اولا : الاسم .

ثانيا : الفعل .

ثالثا : الحرف .

باب المعرب والمبني

اولا : الاعراب في الاسماء .

ثانيا : الاعراب في الافعال .

بناء الافعال :

1. بناء الفعل الماضي .

2. بناء فعل الامر .

علامات الاعراب الاصلية .

علامات الاعراب الفرعية .



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1. الاسماء الخمسة .

2. المثني .

3. جمع المذكر السالم .

4. جمع المؤنث السالم .

5. الممنوع من الصرف .

6. الافعال الخمسة .

قواعد الكتابة العربية

أقسام الالف في اللغة العربية :

أ . الالف اللينة .

ب . الالف اليابسة .

الحروف الشمسية والحروف القمرية

التاء المربوطة والتاء المفتوحة .

الهمزة وانواعها :

أ . همزة الوصل .

ب . همزة القطع .

كيفية كتابة الهمزة .



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* College of Arts *

م.د. حامد مردان شروان

Ministry of Higher Education and
Scientific Research
University of Basra/ Collage of Arts
Department of English



For the student of the
Second Year
The Academic Year
(2020 - 2021)

Syllabus on the Subject of (16th, 17th Century and Restoration English Poetry)

The poetry of the **sixteenth century** defies facile generalizations. Although the same can obviously be said for the poetry of other periods as well, this elusiveness of categorization is particularly characteristic of the sixteenth century.

Reading Sixteenth-Century Poetry combines close readings of individual poems with a critical consideration of the historical context in which they were written.

Informative and original, this book has been carefully designed to enable readers to understand, enjoy, and be inspired by sixteenth-century poetry.

- Close reading of a wide variety of sixteenth-century poems, canonical and non-canonical, by men and by women, from print and manuscript culture, across the major literary modes and genres.
- Poems read within their historical context, with reference to five major cultural revolutions: Renaissance humanism, the Reformation, the modern nation-state, companionate marriage, and the scientific revolution.
- Offers in-depth discussion of Skelton, Wyatt, Surrey, Philip Sidney, Spenser, Marlowe, Sidney, and Shakespeare.

Metaphysical poetry is milestone and integral part of the seventeenth century poetry. Metaphysical poet, any of the poets in 17th-century England who inclined to the personal and intellectual complexity and concentration that is displayed in the poetry of John Donne, the chief of the Metaphysicals.

Upon completion of this lesson, students will be able to:

- Define the characteristics and objectives of metaphysical poetry.
- Identify key traits of the styles of several metaphysical poets.
- Analyze a metaphysical poem and present that information in an academic setting.



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Restoration poetry represents a land mark in the history of English Poetry. Through our analysis of the verse and scholarly criticism of the period, we will explore the representation, history and theory of place, gender, religion, and politics. The literature draws heavily from three major figures: John Dryden.

This course is designed to meet the following objectives:

- To introduce students to the variety of styles, genres and themes of British literature and history 1660-1700, primarily through the works of three dominant figures: Dryden, Rochester and Behn.
- To identify and analyze themes of place, gender, class, race, nationality and party politics in this literature.
- To identify and analyze the ways in which authors from the Restoration constructed literary values.
- To familiarize students with the secondary resources on this literature and the strategies for doing research in Restoration literature.
- For students to prepare and present critical summary of recent scholarly essay and respond to other students' summaries ect.

I-(Sixteenth Century Poetry)

1- Historical & Cultural Background

2-Sixteenth Century Poetry

- Sir Thomas Wyatt : Divers Doth Use
Sir. Philip Sidney : Ring out your Bells
Christopher Marlowe : The passionate Shepherd to his Love
William Shakespeare : Sonnet 116
Walter Raleigh : What is Our Life



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II- (Seventeenth Century Poetry)

1-English Poetry of the Seventeenth Century

2-The Metaphysical School of Poetry

John Donne: The Holy Sonnets, Sonnet 10

George Herbert : The Collar

Andrew Marvell : To His Coy Mistress

3-The School of Ben Jonson

Ben Jonson: Song to Celia

4-The School of John Milton

John Milton: "How Soon Hath Time"

III- Historical, Cultural Background of Restoration Period & Satire

John Dryden : "MackFlecknoe"

IV- Introduction to the Early Augustan period

Alexander Pope : from "Portrait of Sporus"

Assist.Lec

Atheer Muhsin



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University of Basrah
College of Arts
2nd year Writing Syllabus

The current course is intended to provide the following objectives:

١. Preparing students to for writing tasks by giving them:

- *plenty of practice to help them with each stage of writing process.
- *models of writing that are based on real assignments.

٢. Taking students from paragraph structuring to essay writing through a process approach. This is done by letting students to practice the linking paragraphs into cohesive and coherent essays and to create various paragraph types that are usually in their academic writing.

This course is divided into two parts covering the two semesters:

١st Semester

Week	Material
*****	*****
١	Chap. ١: Pre-writing: Getting ready to write
٢	Chap. ١: Gathering ideas and editing ideas
٣	Chap. ٢: The structure of a paragraph: parts of paragraphs
٤	Chap. ٢ : Identifying and writing topic sentences
٥	Chap. ٣ : The development of a paragraph: paragraph support
and development	
٦	Chap. ٣ : Writing concluding sentences. Peer editing.
٧	Chap. ٣: Doing exercising ١٢, ١٣, and ١٤
٨	Chap. ٤ :Descriptive and process paragraphs
٩	Chap. ٤ : Describing places.
١٠	Chap. ٤ :Describing people



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- ١١ Chap. ٤: Transition , and ordering sentences. Doing the associated exercises ١٠, ١١, ١٢, and ١٣.
- ١٢ Chap. ٥ : Opinion paragraphs" Expressing opinions"
- ١٣ Chap. ٥ : Expressing opinions: connectors of cause and effect
- ١٤ Chap. ٥ :Doing exercises ١٣, ١٤, ١٥ and ١٦.
- ١٥ Review : Chapters ١-٥

٢nd Semester

- ١ Chap. ٦ : Comparison/ Contrast paragraphs and their structures
- ٢ Chap. ٦: Comparison: similarities and differences.
- ٣ Chap. ٦: comparison /contrast organization: method ١:Block organization.
- ٤ Chap. ٦:Method ٢ : point-by-point organization.
- ٥ Chap. ٦ : Advantages and disadvantages. Doing exercises ١٠, ١١, ١٢, and ١٣.
- ٦ Chap. ٧ : Problem /Solution paragraphs
- ٧ Chap. ٧: writing about problems using conditional structure
- ٨ Chap. ٧ : linking problems with solutions: doing exercises ١٠, ١١, ١٢ , ١٣ , and ١٤.
- ٩ Chap. ٨ : The structure of an essay: how to format an essay
- ١٠ Chap. ٨: Thesis statement: doing exercises ٤, ٥ and ٦.
- ١١ Chap. ٩ :Outlining an essay: What is an outline? And how to write an outline?
- ١٢ Chap. ٩: evaluating an outline: doing exercises ٦, ٧ , and ٩ .
- ١٣ Chap. ١٠: Introductions and Conclusions: the purpose and the techniques for writing conclusions.
- ١٤ Chap. ١٠ :doing exercises: ٣-٨.
- ١٥ Review : Chapters ٦-١٠.

Zemach, Dorothy E, and Rumisek, Lisa A (٢٠٠٥). Academic Writing from Paragraph to Essay. MACMILLAN.



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For the student of the
Second Year
The Academic Year
٢٠٢١-٢٠٢٠

Syllabus on the Subject of (١٦th, ١٧th and ١٨th Century English Poetry)

The Objectives

- ١- To teach students to synthesize close reading skills with consideration of a range of contexts: historical, literary and theoretical.
- ٢- The interrelationship which tie strongly literature to social events in relation to the political affects is highlighted in the course of the syllabus.
- ٣- To introduce students to two significant periods in the history of literature (Sixteenth; Seventeenth; Neoclassical poetry).
- ٤- Eighteenth century English poetry includes teaching student the emergence of satire and its development.
- ٥- Textual selection of major poets of the age.

١- Sixteenth Century Poetry

- a. Historical & Cultural Background
- b. Sixteenth Century Poetry

Sir Thomas Wyatt : "Divers Doth Use"

Sir. Philip Sidne : "Ring out your Bells"

Christopher Marlowe: "The passionate Shepherd to his Love"

William Shakespeare: "Sonnet 116"

2- Seventeenth Century Poetry

- ١- English Poetry of the Seventeenth Century

a. The Metaphysical School of Poetry

John Donne: "The Holy Sonnets, Sonnet 10"

George Herbert : The Collar



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b. The School of Ben Jonson

Ben Jonson: "Song to Celia"

C. John Milton : "On Time"

٣- Historical, Cultural Background of Restoration Period & Satire

John Dryden: "MackFlecknoe"

٤ - Eighteenth Century Poetry

I. Introduction to the Early Augustan period

Alexander Pope: from "Epistle to Dr. Arbuthnot"



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English Phonetics and Phonology / Second Stage

Academic Year 2021-2022

1. **Textbook:** Roach, Peter. (2009). *English Phonetics and Phonology: A practical course*. (3rd edn.) Cambridge: Cambridge University Press.

2. **Tutor:** Abdulkareem Talib Al-Hdithi, (Ph.D.)

3. **The aim of the course:**

To explain how English is pronounced in the standard accent in the context of a general theory about speech sounds and how they are used in language; this theoretical context is called phonetics and phonology. The course provides the students with the theoretical background about the nature of the English speech sounds. It also introduces the students to the rules and aspects of English connected speech. This background and information is very important for the students to understand and master the English speech.

4. **Syllabus:**

(First Semester)

1. **Week 1.** An Introduction and general idea about phonetics and the phonology of English, the branches of Phonetics and phonology.
2. **Week 2.** The production of speech sounds, Speech Mechanism, Aggressive airstream Mechanism, Ingressive airstream Mechanism.
3. **Week 3.** The organs of speech, the larynx and phonation, the differences between vowels and consonants.
4. **Week 4.** The types of English vowels: Short vowels, long vowels
5. **Week 5.** The Cardinal Vowel Diagram, diphthongs and triphthongs.
6. **Week 6.** The types of English consonants: plosives, fricatives.
7. **Week 7.** Affricates, nasal consonants, laterals, approximants.
8. **Week 8.** The Phoneme, symbols and transcription, exercises on transcription.
9. **Week 9.** The syllable: The nature of the syllable, types of the English syllable.
10. **Week 10.** The structure of English syllable, syllable division.
11. **W**
e
12. **Week 12.** General review and examination.



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(Second Semester)

١٣. **Week 1.** Stress: The nature of stress, levels of stress in English, stress in simple words.
١٤. **Week 2.** Stress in simple words, stress in complex words: affixes.
١٥. **Week 3.** Prefixes, compound words, variable stress.
١٦. **Week 4.** Aspects of connected speech: Rhythm, syllable timed languages, stress timed languages, assimilation.
١٧. **Week 5.** Aspects of connected speech: assimilation, elision and linking.
١٨. **Week 6.** Intonation: Tone, tone languages, intonation languages, complex tones and pitch height.
١٩. **Week 7.** Some functions of English tones, the tone-unit, the structure of tone-unit
٢٠. **Week 8.** Pitch possibilities in the simple tone-unit.
٢١. **Week 9.** Tone and tune, types of tunes.
٢٢. **Week 10.** Functions of intonation: the attitudinal and grammatical functions of intonation.
٢٣. **Week 11.** Functions of Intonation: the accentual and psychological functions of Intonation.
٢٤. **Week 12.** General review and examination.

◦. **Additional References:**

- Clark, John. and Yallop, Colin(٢٠٠٧). *An Introduction to Phonetics and Phonology*. (٣rd edn.) Oxford: Blackwell.
- Dense, Peter. And Pinson, Elliot (١٩٩٣). *The Speech Chain*. (٢nd edn.) New York: W.H. Freeman and Company.
- Ladefoged, Peter. And Maddieson, Ian. (١٩٩٦). *The Sounds of the World's Languages*. Malden: Blackwell.
- Laver, John. (١٩٩٦). *Principles of Phonetics*. Cambridge: Cambridge University Press.



Tutor



Dr. Abdulkareem T. Al-Hadithi

Prof. Ridha Thanoon

Renaissance Drama

Dr. Samir Talib

Module Title: Renaissance Drama

Instructor: Dr. Samir Talib

Level: year 2

Duration: terms 1 and 2, 28 weeks

Module Aims

The module aims to introduce students to the drama of the English Renaissance of the seventeenth and eighteenth centuries. Three plays of the period will be artistically analysed and studied in relation to the political and intellectual context in which they were written and performed. It will also introduce students to the methods and approaches of writing critical essays about drama.

Intended Learning Outcomes

By the end of this module, students are expected to demonstrate their ability:

- 1- To conduct a critical analysis of the selected plays in terms of their themes, characters and language through applying the relevant critical approaches,
- 2- To understand the political and intellectual contexts of the plays and to show the relevance of these contexts to the themes and issues raised in the plays,
- 3- Through in-class discussion and the (individual and group) presentations, to possess communicative skills, individually and in groups,
- 4- Through writing essays and written exams, to write critical essays which display coherent arguments, clear and correct English and the capacity to conduct research and use the available resources.

Summative Assessment

Coursework: 50

Final exam: 50



Core Reading

- a- William Shakespeare: Othello (1603-4)
- b- William Shakespeare: The Merchant of Venice (1596)

Secondary Reading

- a-Stephen Greenblatt, et al. *The Norton Anthology of English literature*, vol.B
New York: W.W.Norton.
- b-Selected critical essays about each play, to be distributed as handouts



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Teacher: Noor M. Nooruldin

Time: Three hours a week

Evaluation System

- First Term Exam: 20
- Second Term Exam: 20
- Students' participation and activities: 10
- Final Exam: 00
- Pass grade: 00

Requirements

Students should attend, Participate, do seminars and do their assignments on time.

The Course:

The course aims to illuminate the rise of the novel period during the 18th century. It focuses on introducing the 18th cent. modern novel, its pioneer writers, its characteristics and dealing with two of the most important novels produced during this era. The first term deals with the Restoration Age and Daniel Defoe's novel **Robinson Crusoe** as a representative of it, and the second terms tackles the Augustan Age and Jonathan Swift's novel **Gulliver's Travels** as an example. The two novels will be studied thoroughly by reading, summarizing, commenting, analyzing and criticizing each part of each novel.

The Syllabus:

➤ Firs Term:

- 1- General Introduction: Fiction + Elements of Fiction.
- 2- Rise of the novel: Cultural, Social, Political and Historical Background.
- 3- Characteristics and pioneer writers of the 18th century novel (modern Novel)
- 4- The Restoration Age:
- 0- Daniel Defoe's Robinson Crusoe:
 - Defoe's Biography.
 - Plot Summary.
 - Settings.
 - Characters.
 - Themes: Colonialism, Slavery, Original Sin, Individuality, Class and Society, Money, Human Condition, Industrialization, and Fear.



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- Symbols: The Footprint and the Sea.
- Style of Writing: Narrative Technique, Spiritual Fable, Verisimilitude, and Allegory.
- Analysis and Discussion.
- Critical Insights.
- Video Show.

➤ **Second Term:**

- 1- Understanding Satire.
- 2- The Augustan Age:
- 3- Jonathan Swift's Gulliver's Travels:
 - Swift's Biography.
 - Plot Summary.
 - Settings.
 - Characters.
 - Themes: Humans Condition, Politics, Culture Clash, Custom and Tradition, and Science and Technology.
 - Style of Writing: Point of View, Setting, Structure, Utopia, Allegory, and Satire.
 - Satire in Gulliver's Travels.
 - Analysis and Discussion.
 - Critical Insights.
 - Video Show.



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Textbook: *Person to Person: Communicative Speaking and Listening Skills – Student Book ٢* (Third Edition) by Jack C. Richards, David Bycina and Ingrid Wisniewska.

First Term

Week	Conversation	Skills
١-٢	Haven't we met before? I've heard a lot about you	١. Conversational openings ٢. Extending the conversation ٣. Asking if you've met before ٤. Introducing friends ٥. Making small talk
٣-٤	Where can I get this cleaned? Where can I find a clothing store?	١. Asking where services are located. ٢. Describing buildings ٣. Asking for direction in a store ٤. Asking for direction in a mall
٥-٦	Could I please speak to Jo? I'm sorry. Her line is busy right now	١. asking to speak to someone ٢. offering to take a message ٣. Taking a message ٤. Calling for information ٥. leaving a message
٧-٨	What can we do? What would you do?	١. identifying a problem ٢. making suggestions ٣. asking for and giving advice ٤. describing consequences
٩-١٠	I feel terrible	١. talking about symptoms ٢. asking someone not to do something
١١-١٢	What's this thing?	١. describing what objects are used for ٢. giving instructions
١٣-١٤	Review	
First Term Exam		

Second Term

Week	Conversation	Skills
١	What else do I need?	١. discussing requirements ٢. asking for clarification



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٢-٣	How do I get there?	٣. talking about consequences ١. asking about public transportation ٢. talking about tours
٤-٥	Who's that guy? What's she like?	١. Asking who someone is ٢. identifying someone ٣. Asking what someone is like ٤. discussing qualities
٦-٧	Have you ever tried it? I'll never forget the time I...	١. discussing experiences ٢. telling a story ٣. responding to someone's story
٨-٩	What did you think of it?	١. asking and giving opinions ٢. Agreeing and disagreeing with opinions ٣. giving reasons
١٠-١١	If you ask me...	١. Asking and giving opinions ٢. agreeing and adding a reason ٣. seeing the other side
١٢	Haven't you heard yet?	١. asking about other people ٢. reacting to good or bad news
١٣-١٤	Review	
Final Exam		

Instructor: Bahija Jassim Mohammed



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Textbook: *Person to Person: Communicative Speaking and Listening Skills* – Student Book ٢ (Third Edition) by Jack C. Richards, David Bycina and Ingrid Wisniewska.

First Term

Week	Conversation	Skills
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١١-١٢	What's this thing?	١. describing what objects are used for ٢. giving instructions
١٣-١٤	Review	
First Term Exam		

Second Term

Week	Conversation	Skills
١	What else do I need?	١. discussing requirements ٢. asking for clarification



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٢-٣	How do I get there?	٣. talking about consequences ١. asking about public transportation ٢. talking about tours
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١٢	Haven't you heard yet?	١. asking about other people ٢. reacting to good or bad news
١٣-١٤	Review	
Final Exam		

Instructor: Bahija Jassim Mohammed



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جامعة البصرة

كلية الآداب

قسم اللغة الانكليزية



المرحلة :- الثانية

المادة :- اللغة العربية

السنة الدراسية ٢٠٢٠-٢٠٢١

مفردات مادة اللغة العربية - المرحلة الثانية

البلاغة العربية :

أقسام البلاغة العربية

١ . علم المعاني .

٢ . علم البيان .

٣ . علم البديع .

مقدمة في علم المعاني

أساليب الطلب

١ . اسلوب الامر .

٢ . اسلوب النهي .

٣ . اسلوب الاستفهام .

٤ . اسلوب التمني .

٥ . اسلوب النداء .



اسلوب التقديم والتأخير .
اسلوب اللغة الانكليزية
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اسلوب الايجاز .

علم البيان واقسامه

مقدمة في علم البيان .

أقسام علم البيان .

١ . التشبيه وأقسامه .

٢ . المجاز واقسامه .

٣ . الاستعارة واقسامها .

النحو العربي

١ . موضوع العدد وأقسامه .

٢ . المفعول المطلق والنائب عن المفعول المطلق .

٣ . الفعل اللازم والفعل المتعدي .

٤ . تحويل الفعل اللازم الى الفعل المتعدي .

الادب العربي الحديث

١ . قصيدة الشاعر عبد الباقي العمري .

٢ . قصيدة الشاعر حيدر الحلي .

٣ . قصيدة الشاعر محمد مهدي الجواهري .

٤ . قصيدة الشاعر احمد بخيت .



مدرس المادة د. حامد مردان

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University of Basrah
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Department of English

2021-2020

Course Title: An Introduction to Literature
Instructor: Adel Hameed (M.A)
Class: First Class, Morning & Night Studies
Academic Year: 2017-2018
Hours: As Scheduled

Objectives:

The objective of this course is to enable first year students to read a literary work critically and enjoy it aesthetically, as far as possible, through interaction with the literary text class participation, Q & A, responses, and other activities.

Textbooks:

A compiled textbook based on the many references.

Number of week	Material
1.	Basics of Literature: What is literature ? Criteria of literary texts
2.	Literary History Poetics and genre
3.	Language of Literature Rhetorical devices
4.	Theme Metaphor Symbol
5.	Prose Characteristics of prose work Elements of fiction I Setting Character
6.	Elements of Fiction II



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	Plot Point of View Theme
7.	Types of prose fiction Types of novel
8.	Short story: The Happy Prince Oskar Wild
	First Term Exam
9.	Drama: Origin and nature of Drama Characteristics of Drama
10.	Elements of Drama I
11.	Elements of Drama II
12.	Types of Drama Sample
13.	Poetry: Criteria of poetic text Types of poetry
14.	Prosodic features
15.	Verse form and stanza form
16.	Imagery and symbolism Literary theory
	Second Term Exam



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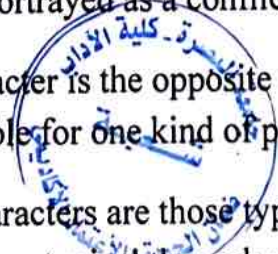
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Types of Characters in Fiction

"What does characterization do for a story? .In fictional literature, authors use many different types of characters to tell their stories. Different types of characters fulfill different roles in the narrative process, and with a little bit of analysis, you can usually detect some or all of the types below.

- Major or central characters are vital to the development and resolution of the conflict. In other words, the plot and resolution of conflict revolves around these characters.
- Minor characters serve to complement the major characters and help move the plot events forward.
- Dynamic - A dynamic character is a person who changes over time, usually as a result of resolving a central conflict or facing a major crisis. Most dynamic characters tend to be central rather than peripheral characters, because resolving the conflict is the major role of central characters.
- Static - A static character is someone who does not change over time; his or her personality does not transform or evolve.
- Round - A rounded character is anyone who has a complex personality; he or she is often portrayed as a conflicted and contradictory person.
- Flat - A flat character is the opposite of a round character. This literary personality is notable for one kind of personality trait or characteristic.
- Stock - Stock characters are those types of characters who have become conventional or stereotypical through repeated use in particular types of



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stories. Stock characters are instantly recognizable to readers or audience members (e.g. the femme fatale, the cynical but moral private eye, the mad scientist, the geeky boy with glasses, and the faithful sidekick). Stock characters are normally one-dimensional flat characters, but sometimes stock personalities are deeply conflicted, rounded characters (e.g. the "Hamlet" type).

- **Protagonist** - The protagonist is the central person in a story, and is often referred to as the story's main character. He or she (or they) is faced with a conflict that must be resolved. The protagonist may not always be admirable (e.g. an anti-hero); nevertheless s/he must command involvement on the part of the reader, or better yet, empathy.

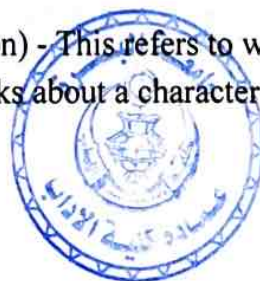
- **Antagonist** - The antagonist is the character(s) (or situation) that represents the opposition against which the protagonist must contend. In other words, the antagonist is an obstacle that the protagonist must overcome. AP English Boyd 2

- **Anti-Hero** - A major character, usually the protagonist, who lacks conventional nobility of mind, and who struggles for values not deemed universally admirable. Duddy, in Mordecai Richler's *The Apprenticeship of Duddy Kravitz*, is a classic anti-hero. He's vulgar, manipulative and self-centered. Nevertheless, Duddy is the center of the story, and we are drawn to the challenges he must overcome and the goals he seeks to achieve.

- **Foil** - A foil is any character (usually the antagonist or an important supporting character) whose personal qualities contrast with another character (usually the protagonist). By providing this contrast, we get to know more about the other character.

- **Symbolic** - A symbolic character is any major or minor character whose very existence represents some major idea or aspect of society. For example, in *Lord of the Flies*, Piggy is a symbol of both the rationality and physical weakness of modern civilization; Jack, on the other hand, symbolizes the violent tendencies (the Id) that William Golding believes is within human nature.

- **Direct presentation (or characterization)** - This refers to what the speaker or narrator directly says or thinks about a character. In other



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words, in a direct characterization, the reader is told what the character is like. When Dickens describes Scrooge like this: "I present him to you: Ebenezer Scrooge....the most tightfisted hand at the grindstone, Scrooge! A squeezing, wrenching, grasping, scraping, clutching, covetous, old sinner!" - this is very direct characterization!

- Indirect presentation (or characterization) - This refers to what the character says or does. The reader then infers what the character is all about. This mimics how we understand people in the real world, since we can't "get inside their heads". In other words, in an indirect characterization, it's the reader who is obliged to figure out what the character is like. And sometimes the reader will get it wrong.

Ten (Direct or Indirect) Ways in which a Character Can Be Revealed

- a. By psychological description.
- b. By physical description.
- c. By probing what s/he thinks.
- d. By what s/he says.
- e. By how s/he says it.
- f. By what s/he does.
- g. By what others say about him or her.
- h. By his or her environment.
- i. By her reaction to others.
- j. By his reaction to himself.

AP English Boyd 3 Things to Remember: 1. Literary characters may embody more than one of these character types at the same time. A dynamic character may also be the antagonist, and a protagonist can also be, say, a flat and stock character (i.e. the one-dimensional hero). 2. Here's a very common mistake: while characters are often round and dynamic, that does not mean these two terms mean the same thing. The former refers to a character's complexity, while the latter refers to a character's development over time. Students also make this mistake with



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flat and static characters. "Types of Characters in Fiction." Colin Welch's
Education Resources. 2011. Web. 25 Aug 2012.



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Dept. of English
College of Arts
University of Basra



First Year
English Grammar
2021-2020
Tutor : Ali Mohammed Hussein

The Syllabus

First Term

1. English Tenses and Aspects
2. Active and Passive Voices
3. Definite and Indefinite Articles
4. Quantifiers
5. Adjectives
6. Adverbs

Second Term

7. Types of Sentences
8. Relative Clauses
9. Modals
10. Conjunctions
11. Reported speech
12. Prepositions

Textbook:

Murphy, R.(2012). *English Grammar in Use*. 4th ed. Cambridge: CUP.



Teacher: Ghalib Najim AL kanani

Time: Three hours a week

Evaluation System

- Group work and students participation 10 marks
- First Term Exam: 20 marks
- Second term exam: 20 marks
- Final exam: 50 marks
- Pass grade: 50 marks

Requirements

- Students attend all sessions.
- Students should do their homework assignments on time.
- Students should fulfill all the academic requirement of the course.

The course:

The course expounds the eighteenth century British and American novel. The course aims at deepening the students' knowledge of the main trends, characters and themes. The three novels are chosen carefully to represent the Victorian era. Charles Dickens' Great Expectations is to be taught in the first semester. Second semester will be dedicated to Emily Bronte's Wuthering Heights. Student must read and analyze The Scarlet Letter.

The Syllabus

1. Introduction to the Victorian novel
 - Historical and cultural background
 - British Novel
 - American Novel
2. Charles Dickens' Great Expectations
 - Biography
 - Theme
 - Characters
 - Novel genre
 - Video show
3. Emely Bronte's Wuthering Heights'
 - Biography
 - Theme
 - Characters
 - Novel genre
 - Video show
4. Nathaniel Hawthorne's The Scarlet Letter
 - Biography
 - Theme
 - Characters
 - Novel genre
 - Video show



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Ministry of Higher Education and
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Department of English



For the student of the
Third Year
The Academic Year
٢٠٢١-٢٠٢٠

Syllabus on the Subject of (Pre Romantic; Romantic and Victorian Poetry)

- I. Pre-romantic Poetry :Background
١- Thomas Gray "Hymn to Adversity"
- II. Romanticism : An Introduction :Historical Background
Romanticism : Style and Features
١- William Blake "London"
٢- William Wordsworth "Resolution and Independence"
٣- Samuel Taylor Coleridge "Frost at Midnight"
٤- ٢-Percy B. Shelley " Ode to the West Wind"
٥- John Keats "Ode on a Grecian Urn"
- III. Victorian Literature and Poetry
Dramatic Monologue
Pre-Raphaelite Brotherhood Movement
١- Lord Alfred Tennyson (١٨٠٩- ١٨٩٢) "Tears, Idle tears"
٢- Robert Browning (١٨١٢- ١٨٨٩) "Meeting at Nigh"
٣- Mathew Arnold (١٨٢٢- ١٨٨٨) "Dover Beach"
٤- Dante Gabriella Rossetti (١٨٢٨ – ١٨٨٢) "The House of Life sonnet"
٥- Gerard Manley Hopkins (١٨٤٤-١٨٨٩) " Pied Beauty"



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Teacher: Noor M. Nooruldin

Time: Three hours a week

Evaluation System

- First Term Exam: 20
- Second Term Exam: 20
- Students' participation and activities: 10
- Final Exam: 50
- Pass grade: 50

Requirements

Students should attend, Participate, do seminars and do their assignments on time.

The Course:

The course aims to illuminate the development of the novel during the 19th century. It focuses on introducing the Romanticism and the Victorian Age as two literary periods occupied the 19th cent. Literature, their pioneer writers, their characteristics, and their general themes dealing with three of the most important novels produced during these eras. The first term deals with Romanticism and Jane Austin's novel **Pride and Prejudice** as a representative of it, and the second terms tackles the Victorian Age and Charles Dickens's novel **Great Expectations** as an example. The two novels will be studied thoroughly by reading, summarizing, commenting, analyzing and criticizing each part of each novel. While the third novel, Emily Brontee's **Wuthering Heights**, will be studied by the students as a homework.

The Syllabus:

➤ Firs Term:

- 1- General Introduction: Romanticism
 - Themes : Dreams and Visions, Emotions and Feelings, Pantheism, and The Self.
 - Literary Style: Rejection of Rigid Forms, Emphasis on Poetry.
- 2- Austin's **Pride and Prejudice**:
 - Austin's Biography.
 - Plot Summary.



- Settings.
- Characters.
- Themes: Pride, Prejudice and Tolerance, Change and Transformation, Wealth and Class, Marriage, The Rights, Status, and Education of Women, and Personal Autonomy.
- Symbols: Reading, Dancing, Outdoors, Netherfield, and Pemberley.
- Style of Writing: Romanticism and Irony.
- Analysis and Discussion.
- Critical Insights.
- Video Show.

➤ **Second Term:**

- ١- General Introduction: The Victorian Age
 - General Themes and Literary Style.
 - ٢- Charles Dickens's Great Expectations:
 - Dickens's Biography.
 - Plot Summary.
 - Settings.
 - Characters.
 - Themes: Alienation and Loneliness, Identity, SearchforSelf, Victim and Victimization, Guilt and Innocence, Class Stratification, Ambition, Crime and Responsibility, and Parenthood/Childhood.
 - Symbols: Thrushcross Grange and Weather.
 - Style of Writing: Point of View, Bildungsroman, Comic Relief, and Setting.
 - Analysis and Discussion.
 - Critical Insights.
 - Video Show.
- Emily Brontee's novel Wuthering Heights: Homework.



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Dept. of English

College of Arts
English Syntax Syllabus
First Term

University of Basra

٢٠٢١-٢٠٢٠

Third-Year Students

1 st week	Definition of Grammar (morphology and syntax)
2 nd week	Definition & Types of Morphemes
3 rd week	Free and Bound Morpheme
4 th week	Bases and Affixes
5 th week	Immediate Constituent Analysis (ICA)
6 th week	Allomorphs/ Definition and Types
7 th week	Homophones
8 th week	Words/ Definition of Word Classification of Words in English
9 th & 10 th weeks	Processes of Word Formation
11 th week	Inflectional Paradigm/ Definition and Types
12 th week	The Noun Paradigm
13 th &	Verb Paradigm & The Comparable Paradigm
14 weeks	
15 th week	Parts of Speech: Form Classes

Second Term

1 st & 2 nd weeks	Parts of Speech: Structure Classes
3 rd week	Definition of Syntax
4 th & 5 th weeks	Noun and Verb Phrases
6 th & 7 th weeks	Basic Sentence Patterns
8 th week	Parts of Speech
9 th & 10 th weeks	Positional Classes
11 th , 12 th and 13 th weeks	Modification
14 th & 15 th weeks	Revision

Textbook:

Stageberg, N.C. (1971). *An Introductory English Grammar*. 2nd ed. New York: Holt, Rinehart and Winston, INC.

References:

Eckersley, C.E. and Eckersley J.M. (1960). *A Comprehensive English Grammar*. London: Longman.

P.T.O.

Moravcsik, E.A. (2006). *An Introduction to Syntax*. London: Continuum.

Radford, A. (1988). *Transformational Grammar*. Cambridge: Cambridge University Press.

_____. (1997). *Syntax: A Minimalist Introduction*. Cambridge: Cambridge University Press.



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Roberts, N.B. (١٩٨٦). *Analyzing Sentences: An Introduction to Syntax*. London:
Longman.

Lecturer

Dr. Mohammed A. Abdul Sattar As-Sammer (Asst. Prof.)

٢



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TRANSLATION FOR MEDIA / 3rd YEAR

Univ. of Basrah
College of Arts
Dept. of English



Media Translation
Third Year
2021-2020

A. Course Details:

Tutors	: Dr. Ramadhan M Sadkhan, Ahmed M Hoshan
Course Title	: MEDIA TRANSLATION
Stage	: 3 rd Class
Mode of Tuition	: Lecture-tutorial
Teaching Hours	: 2 weekly lectures
Evaluation System	: <ul style="list-style-type: none">o Semester 1: 20 markso Semester 2: 20 markso Final Exam: 00 marks
Language of instruction	: English and Arabic

B. Course Description:

This course provides students with theoretical and practical experience in bidirectional translation from English into Arabic and from Arabic into English in the fields that are dealt with in the media, including business, politics, culture, social affairs, sports, sciences, etc. This course consists of giving students an introductory theoretical briefing on media translation expanding over three weeks. This theoretical part is followed by practice that includes training on different kinds of texts with different graded difficulty. This course uses real-life passages taken from prominent newspapers, magazines, websites, etc. for the practical part.



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Schedule of topics:

• First Semester:

- General overview about translation, its definitions, kinds, methods, difficulties, etc. encompassing this linguistic activity.
- Media translation: an introduction, definitions, its importance, requirements, strategies, etc.
- Applications: training in passages related to politics, news reports, economics, press releases, etc.
- **FIRST TERM EXAM.**

• Second semester:

- Applications: translation passages related with different media genres and concerns about Iraqi life, culture and institutions in the source language. In addition, the students are also offered texts of economic or linguistic interest.
- **SECOND TERM EXAM.**

Requirements:

- Monolingual dictionaries: Arabic-Arabic, and English-English dictionaries.
- Bilingual dictionaries: English-Arabic, and Arabic English dictionaries.

Textbook for the theoretical part:

- Pajunen Juhani. (٢٠٠٨). *Linguistic Analysis of Newspaper Discourse in Theory and Practice*. University of Tampere. PP. ٣- ١٤.

Textbook for the practical part:

- Ramadhan M Sadkhan. (٢٠١٤). *Sight Translation: Practical Lessons with CD*. Al-Ghadeer for Printing and Publication Co. Ltd.: Iraq*



Syllabus ٢٠٢١-٢٠٢٠

Department of English/College of Arts

Third Year

Essay and Letter Writing By L.G. Alexander

Weeks

Chapters

One	Ch -١ The Sentence: Types, Joining sentences
Two	Tenses , word order, common mistakes
Three	Ch-٢ The Paragraph: Narrative
Four	Exercises
Five	Descriptive
Six	Exercises
Seven	Ch- ٢ The Essay: Narrative
Eight	Exercises
Nine	Descriptive
Ten	Exercises
Eleven	Ch-٥ The literary essay: elementary
Twelve	exercises
Thirteen	Ch-٦ Short story
Fourteen	Exercises
Fifteen	Revision
Sixteen	Mid-term examination
Seventeen	Ch- ٧ The reflective essay
Eighteen	exercises
Nineteen	Ch-٨ The argumentative essay
Twenty	Exercises
Twenty-one	Ch- ٩ The literary essay (advanced)
Twenty-two	Exercises
Twenty-three	The persuasive essay
Twenty-four	Exercises



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Twenty-five	Ch- ٤ Letter Writing: lay-out
Twenty-six	Personal letter
Twenty-seven	Business letter
Twenty-eight	exercises
Twenty- nine	Revision
Thirty	Examination

Instructors of the course

Dr. Alia B Abdullah



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17th and 18th Century Drama

Dr. Samir Talib

Module Title: 17th and 18th century Drama

Instructor: Dr. Samir Talib

Level: year 3

Duration: terms 1 and 2, 28 weeks

Module Aims

The module aims to introduce students to the drama of the English Renaissance of the seventeenth and eighteenth centuries. Three plays of the period will be artistically analysed and studied in relation to the political and intellectual context in which they were written and performed. It will also introduce students to the methods and approaches of writing critical essays about drama.

Intended Learning Outcomes

By the end of this module, students are expected to demonstrate their ability:

- 1- To conduct a critical analysis of the selected plays in terms of their themes, characters and language through applying the relevant critical approaches,
- 2- To understand the political and intellectual contexts of the plays and to show the relevance of these contexts to the themes and issues raised in the plays,
- 3- Through in-class discussion and the (individual and group) presentations, to possess communicative skills, individually and in groups,
- 4- Through writing essays and written exams, to write critical essays which display coherent arguments, clear and correct English and the capacity to conduct research and use the available resources.

Summative Assessment

Coursework: 0.

Final exam: 0.



Core Reading

- a- William Shakespeare: *King Lear* (١٦٠٥-٦)
- b- R. B. Sheridan: *The School for Scandal* (١٧٧٧)
- c- William Congreve: *The Way of the World* (١٧٠٠)

Secondary Reading

- a- Stephen Greenblatt, et al. *The Norton Anthology of English literature*, vol.B
New York: W.W.Norton.
- b- Selected critical essays about each play, to be distributed as handouts



English I
College of Arts

The objectives of the Course:

It provides a lively introduction to the study of language. Starting from the basics, it provides a solid foundation in all of the essential topics, and introduces the analysis of the key elements of language-sounds, words, structure, and meanings.

The Textbook: THE STUDY OF LANGUAGE. By George Yule. Third Edition. Cambridge. 2006.

Week	First Term	Topic
•		The Origin of Language
•		The Origin of Language
•		Animals and Human Language
•		Animals and Human Language
•		The Development of Writing
•		The Development of Writing
•		Test 1
•		Discussion of the Test 1
•		The Sounds of Language
•		The Sounds of Language
•		The Sounds patterns of Language
•		The Sounds Patterns of Language
•		Test 2
•		Discussion of Test 2
Week	Second Term	Topic
•		Words and Word-formation process
•		Words and Word-formation process
•		Morphology
•		Morphology
•		Phrases and Sentences: grammar
•		Phrases and Sentences: grammar
•		Test 1
•		Discussion of Test 1
•		Syntax
•		Syntax
•		Semantics
•		Semantics
•		Test 2
•		Discussion of Test 2

Course Instructor *
Dr. Ali Qassim



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LITERARY TRANSLATION / 4th YEAR

Univ. of Basrah
College of Arts
Dept. of English



Literary Translation
Fourth Year
2021-2020

A. Course Details:

Tutor	: Dr. Ramadhan M Sadkhan
Course Title	: LITERARY TRANSLATION
Stage	: 4 th Class
Mode of Tuition	: Lecture-tutorial
Teaching Hours	: 2 weekly lectures
Evaluation System	: <ul style="list-style-type: none">o Semester 1: 25 markso Semester 2: 25 markso Final Exam: 50 marks
Language of instruction	: English and Arabic

B. Course Description:

Literary Translation course integrates theoretical knowledge and practical skills. The course examines techniques for approaching and analyzing a text for translation. Students' translation skills will be enhanced through practice and evaluation of translations through critique and commentary in the classroom.



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C. Schedule of topics:

- **First Semester:**

- General overview about literature: definitions, genres, classifications in terms of historical periods, themes, structures, etc.
- Literary translation: an introduction, requirements, difficulties, strategies, etc.
- Applications: translation passages related with different literary genres and concerns such as letters, literary critical texts, and fictional passages.

- **FIRST TERM EXAM.**

- **Second Semester:**

- Practicing in translating the remaining literary genres, namely drama, novels, and poetry.

- **SECOND TERM EXAM.**

D. Textbook for the theoretical part:

- Asim Ismail Ilyas's *Theories of Translation*. 1989. Univ. of Mosul. Ch. 6, pp. 63-88.



LITERARY TRANSLATION / 4th YEAR

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Department of English
* كلية الفنون
College of Arts

C. Schedule of topics:

- **First Semester:**

- General overview about literature: definitions, genres, classifications in terms of historical periods, themes, structures, etc.
- Literary translation: an introduction, requirements, difficulties, strategies, etc.
- Applications: translation passages related with different literary genres and concerns such as letters, literary critical texts, and fictional passages.

- **FIRST TERM EXAM.**

- **Second Semester:**

- Practicing in translating the remaining literary genres, namely drama, novels, and poetry.

- **SECOND TERM EXAM.**

D. Textbook for the theoretical part:

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Syllabus

Dept. of English
College of Arts
University of Basra

Literary Criticism
4th Year
2021-2020
Time:3hrs

First Term

Topics

1. Defining Criticism, Theory and Literature , pp. 1-17
2. A historical Survey of Literary Criticism pp. 19-46
3. Russian Formalism and New Criticism pp.48-63
4. Psychoanalytic Criticism pp. 123-141

Second Term

5. Feminism pp.143-153
6. Cultural Poetics or New Historicism pp 181-195
7. Postcolonialism pp 197-209
8. An Overview



Set Textbook

Bressler, Charles E. Literary Criticism: An Introduction to Theory and Practics. 5th ed. Boston: Longman, 2011.

Shihab Ahmed (Ph.D)

Prof. Lit



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Department of English
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University of Basrah

20th Century English Drama
Fourth Year/3 Teaching Hours
Instructor: Ghalib Najim

2021-2020

Syllabus

First Term

Text: Arthur Miller *Death of a Salesman*

- 1- Introduction: Drama in the 20th century
- 2- Modernity and Modernism
- 3- Miller: Biography
- 4- Synopsis
- 5- The structure of the play
- 6- Characters
- 7- Themes: Betrayal, Confinement, American Dream
- 8- Setting
- 9- Manipulation of Time and Space
- 10- Symbols and motifs

Second Term

Text: Beckett *Waiting For Godot*

- 1- Introduction
- 2- The Absurd Theatre
- 3- Synopsis
- 4- The Structure of the play
- 5- Characters
- 6- The language
- 7- Main Themes: existence, truth, time religion , choice
- 8- Setting
- 9- Symbolism

Home Reading:

T. S. Eliot *Murder in the Cathedral*

1. Synopsis
2. Themes
3. Structure
4. Characters
5. Setting



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Language
4th Class

Dept. of English
College of Arts

2021-2020
Day and Night Studies

Dr. Adil Malik Khanfar UNIVERSITY OF BASRAH

SYLLABUS

The aim of this course is to provide the basics of some aspects of language as a continuation of what the students have supposedly learned in the third class. Examples are provided from different languages including Arabic (the native language of the students) and English (the language of the textbook suggested). It is also aimed that the students build up their own understanding, feeling and taste of language as the most important human phenomenon.

Textbook: Yule, George. *The Study of Language*. (3rded).2006

October	Chapter 11 : Pragmatics Chapter 12 : Discourse Analysis
November	Chapter 13 : Language and the Brain Chapter 14 : First Language Acquisition
December	Chapter 15 : Second Language Learning
January	Chapter 16 : Gestures and Sign Language Exams of the First Term
February	Chapter 17 : Language History and Change
March	Chapter 18 : Language and Social Variation Chapter 19 : Language and Social Variation (2)
April	Chapter 20 : Language and Culture Revision
May	Revision Exams of the Second Term

Evaluation :

- 1 . Two end-term Exams .
- 2 . Attendance
- 3 . Class Participation and Interaction .



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Dept. of English

Modern Poetry

College of Arts

Fourth Year

2021-2020 Univ. of Basra

The course aim at the introduction and close study of the literary background and general atmosphere of the age through a detailed examination of the tendencies ,influences and movements that give shape to modern poetry . This is simultaneously supported by the study of individual poets and some of their representative poetry .

First Semester :

-Imagism

-Features of Modern Poetry

Thamas Hardy "The Voice"

-Wilfred Owen" Anthem for Doomed Yourth "

-W.B.Yeats "Sailing To Byzantium "

-T.S.Eliot "The Love Song of J.Alfred Prufrock"

-Dylan Thomas "Fern Hill"

Second Semester :

-The Movement

-William Empson " Missing Dates"

-Philip Larkin "Here "

-Ted Hughes "Hawk Roosting "

-Sylvia Plath "Daddy"

-Andrew Motion "Change"

References :



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* College of Arts *

Freer .A.& J. Andrews. *Cambridge book of English Verse* : 1900-1939
.Cambridge :CUP, 1976 .

Bold, Alan *Cambridge book of English Verse* : 1939-1975. Cambridge :
CUP, 1976.

Fraser .G.S.*The Modern Writer and his World* . London :Penguin, 1964.

Gill ,Richards .*Mastering English Literature* .London: Macmillan ,2006.

Therne ,Sara . Mastering Poetry . London :Macmillan ,2008.

Totor

Prof. Ridha Thanoon Ali



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Objectives

The present course aims at introducing the theoretical principles of TG to the senior students at the Dept. of English. It covers the basics of deep structures and the transformational rules that produce the surface structures of English language.

Textbook:

Bruce, Liles(1971) *An Introductory Transformational Grammar*. Englewood Cliffs,NJ.:
Prentice-Hall.

Evaluation:

First Term:20 Marks; Second Term:20 Marks; Participation,:10 Marks; Final Exam: 50 Marks

First Term

- 1- Introduction
- 2- Traditional Grammar, Structural Grammar, Transformational Grammar
- 3- The Structure of the sentence
- 4- Exercises
- 5- The Auxiliary
- 6- Exercises
- 7- Divisions of a Transformational Grammar
- 8- The Negative Transformation
- 9- Question Transformation
- 10- Exercises
- 11- Review
- 12- Test

Second Term

- 1- Transformational Processes
- 2- Adverbial Movement
- 3- Indirect Object
- 4- Imperative , Exercises
- 5- Passive transformation, Exercises
- 6- Principles of Transformational Grammar
- 7- Exercises
- 8- Compounding
- 9- Deletion
- 10- Proforms
- 11- Exercises
- 12- Test

