

REPUBLIQUE TUNISIENNE
Ministère de l'Enseignement Supérieur,
de la Recherche Scientifique
et de la Technologie

REFORME LMD

ANGLAIS

LICENCES FONDAMENTALES ET APPLIQUEES

PROPOSEES PAR LA COMMISSION NATIONALE SECTORIELLE
D'ANGLAIS

Avril 2009

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RECOMMANDATIONS DE LA CNS D'ANGLAIS – MARS 2008

(ملخص اجتماع اللجنة الوطنية القطاعية للإنجليزية بقصر العلوم بالمنستير - من 11 إلى 13 مارس 2008)

- تعتمد الإجازات التطبيقية التابعة للدفعة الثانية من منظومة "أمد" الجذع الموحد في السداسيين الأول والثاني بقطع النظر عن طبيعة الإجازة ويُشرع في تدريس مواد الاختصاص في السداسي الثالث
- طبقا للقرار الذي اتخذته اللجنة القطاعية في ربيع 2007، يتم تغيير مسمى الإجازة التطبيقية للأعمال والتجارة المقترحة من قبل قسم الإنجليزية بكلية الآداب والعلوم الإنسانية بسوسة ليصبح الإجازة التطبيقية في إنجليزية الأعمال: Business English
- وافقت اللجنة على مطلب السيد رئيس جامعة جندوبة بخصوص اعتماد الإجازة الأساسية في اللغة الإنجليزية التي أقرتها اللجنة.
- وافقت اللجنة على مطلب السيد رئيس جامعة تونس 1 بخصوص اعتماد الإجازة الأساسية في اللغة الإنجليزية التي أقرتها اللجنة.
- تذكير: تم الاتفاق على تدريس مادة ثقافة المؤسسات بداية من السداسي الثالث كما يلي:
 - بالنسبة للإجازة الأساسية: إما السداسيان الثالث والرابع وإما السداسيان الخامس والسادس
 - بالنسبة للإجازة التطبيقية: السداسيات 3، 4، 5، و6 تباعا
- يتم تدريس مادة حقوق الإنسان في السداسيين الأول والثاني بالنسبة للإجازتين في إطار الوحدة الأفقية.
- بالنسبة للإجازة الأساسية، يتم تجميع مادة المناهج Methodologies و تكنولوجيا المعلومات ICT ضمن مادة واحدة، ويتم إدراج ثقافة المؤسسات في المكون الثاني من نفس الوحدة الأفقية.
- يتم تعويض مادتي ICT و Methodologies بمادة ثقافة المؤسسات في السداسي الرابع
- يتم تدريس مادة حقوق الإنسان طبقا للمعطيات التالية
 - ساعة درس واحدة كل أسبوعين
 - ساعة أشغال مسيرة واحدة كل أسبوعين
 - توصي اللجنة بتدريس مادة حقوق الإنسان باللغة الإنجليزية
- يتم تدريس مادة المفاهيم الأساسية في الثقافة والحضارة Key concepts in civilization and culture خلال السداسيين الأول والثاني طبقا للمعطيات التالية:
 - ساعتان في الأسبوع توزيعهما كما يلي: ساعة درس وساعة أشغال مسيرة كل أسبوع
- بالنسبة للإجازة التطبيقية الخاصة بكلية الآداب والفنون بمنوبة، يتم إضافة المعطى التالي بالنسبة للسداسيات 3، 4، 5:
 - تدريس مادة الفرنسية الاقتصادية أو التجارية Français économique et commercial أو نفس اللغة الأجنبية الأخرى.
- في الإجازة التطبيقية الخاصة بكلية الآداب والفنون بمنوبة، يتم إدراج ثقافة المؤسسات عوضا عن ICT بالنسبة للسداسيين 3 و 4:

LICENCE FONDAMENTALE EN LANGUE, LETTRES ET CIVILISATION ANGLAISES

**NB : Les unités d'enseignement optionnelles prévues par la Commission Nationale Sectorielle d'Anglais sont citées à titre indicatif.
Il revient aux établissements d'enseignement supérieur et de recherche habilités d'adapter ces unités selon leurs spécificités tout en respectant l'enveloppe de crédits alloués.**

Licence Fondamentale en Langue, Lettres et Civilisation Anglaises

Université :	Etablissement :	Licence	Fondamentale	Langue, Lettres et Civilisation Anglaises
Domaine de formation : Langues et lettres		Mention	Langues, lettres et civilisation Anglaises	

LF Anglais - Semestre 1

N°	Unité d'enseignement	Nature de l'UE	Éléments Constitutifs	Contenu	Volume Horaire		Crédit	Coef.	Régime d'examen	Code
					Cours	TD				
1	Langue I	U.E. F	1. Stratégie de lecture et d'écriture	-Lecture et compréhension + expression écrite		4H	5	3	Régime Mixte 3H (2 sur 2)	LFAg/ LM11
			2. Grammaire	- Grammaire		1H				
2	Langue II	U.E. F	1. Traduction	-Thème / Version		1H	5	2	Contrôle Continu	LFAg/ LM12
			2. Techniques d'expression orale	-Initiation à la communication et interaction orale, exposés et débats		3H				
3	Analyse et pratique du texte littéraire I	U.E. F	1. Cours de littérature	- Concepts clefs	1H		5	2	Régime Mixte 2H (1 sur 4)	LFAg/ LM13
			2. Pratique et analyse du texte littéraire (Roman / Théâtre / Poésie)	- Choix de textes		3H				
4	Concepts culturels et civilisationels I	U.E. F	1. Introduction aux concepts culturels et civilisationels	- Concepts clefs	1H	1H	5	2	Régime Mixte 2H (1 sur 2)	LFAg/ LM14
			2. Techniques d'analyse de textes civilisationels	- Choix de textes		2H				
5	Transversale I	U.E.T	1. Méthodologie et ICT I	-Savoir faire académique de base et de recherche, traitement de texte, initiation à l'internet.		2H	4	1	Contrôle Continu	LFAg/ LM15
			2. Droits de l'homme	-Concepts et études de cas	1H par quinzaine	1H par quinzaine				
6	Optionnelle I	U.E.O	1. Arabe	-Arabe général		2H	6	1	Régime Mixte 2H (2 sur 2)	LFAg/ LM16
			2. Français / Autre langue étrangère / autre option			2H				
					3	22				
TOTAL					25		30	11		

Licence Fondamentale en Langue, Lettres et Civilisation Anglaises

Université :	Etablissement :	Licence	Fondamentale	Langue, Lettres et Civilisation Anglaises
Domaine de formation : Langues et lettres		Mention	Langues, lettres et civilisation Anglaises	

LF Anglais Semestre -2

N°	Unité d'enseignement	Nature de l'UE	Eléments Constitutifs	Contenu	Volume Horaire		Crédit	Coef.	Régime d'examen	Code
					Cours	TD				
1	Langue III	U.E. F	1. Stratégie de lecture et d'écriture	-Lecture et compréhension + expression écrite		4H	5	3	Régime Mixte 3H (2 sur 2)	LFAg/ LM21
			2. Grammaire	- Grammaire		1H				
2	Langue IV	U.E. F	1. Traduction	-Thème / Version		1H	5	2	Contrôle Continu	LFAg/ LM22
			2. Techniques d'expression orale	-Initiation à la communication et interaction orale, exposés et débats		3H				
3	Analyse et pratique du texte littéraire II	U.E. F	1. Cours de littérature	- Concepts clefs	1H		5	2	Régime Mixte 2H (1 sur 4)	LFAg/ LM23
			2. Pratique et analyse du texte littéraire (Roman / Théâtre / Poésie)	- Choix de textes		3H				
4	Concepts culturels et civilisationnels II	U.E. F	1. Introduction aux concepts culturels et civilisationnels	- Concepts clefs	1H	1H	5	2	Régime Mixte 2H (1 sur 2)	LFAg/ LM24
			2. Techniques d'analyse de textes civilisationnels	- Choix de textes		2H				
5	Transversale II	U.E. T	1. Méthodologie et ICT II	-Savoir faire académique de base et de recherche, traitement de texte, initiation à l'internet.		2H	4	1	Contrôle Continu	LFAg/ LM25
			2. Droits de l'homme	-Concepts et études de cas	1H par quinzaine	1H par quinzaine				
6	Optionnelle II	U.E.O.	1. Arabe	-Arabe général		2H	6	1	Régime Mixte 2H (2 sur 2)	LFAg/ LM26
			2. Français / Autre langue étrangère / autre option			2H				
TOTAL					3	22	30	11		

Licence Fondamentale en Langue, Lettres et Civilisation Anglaises

Université :	Etablissement :	Licence	Fondamentale	Langue, Lettres et Civilisation Anglaises
Domaine de formation : Langues et lettres		Mention	Langues, lettres et civilisation Anglaises	

LF Anglais Semestre -3

N°	Unité d'enseignement	Nature de l'UE	Eléments Constitutifs	Contenu	Volume Horaire		Crédit	Coef.	Régime d'examen	Code
					Cours	TD				
1	Langue V	U.E.F	1. Stratégie de lecture et d'écriture	-Rhétorique et sémantique		2H	5	3	Régime Mixte 3H (2 sur 2)	LFAg/ LM31
			2. Grammaire	- Grammaire du texte		2H				
2	Langue VI	U.E.F	1. Traduction	-Thème / Version		2H	5	2	Contrôle Continu	LFAg/ LM32
			2. Techniques d'expression orale	-Communication et / ou interaction orale - Laboratoire de langue		3H				
3	Analyse du texte littéraire III	U.E.F	1. Introduction à l'histoire de la littérature britannique	-(Survey) .	1H		5	2	Régime Mixte 2H (1 sur 5)	LFAg/ LM33
			2. Etude d'œuvres littéraires (Roman / Théâtre / Poésie/ littérature anglophone)	- Choix de textes		4H				
4	Concepts culturels et civilisationnels III	U.E.F	1. Introduction à la culture et à la civilisation britannique	- Concepts clefs	1H		5	2	Régime Mixte 2H (1 sur 3)	LFAg/ LM34
			2. Introduction à la culture et à la civilisation anglophone	- Choix de textes		1H				
			3. Question de civilisation contemporaine	-Choix d'un thème		2H				
5	Transversale III	U.E.T	1. Méthodologie et ICT III	-Savoir faire académique de base et de recherche, traitement de texte, initiation à l'internet.		2H	4	1	Contrôle Continu	LFAg/ LM35
			2. Culture de l'entreprise	-Concepts clés de l'esprit entrepreneurial		2H				
6	Optionnelle III	U.E.O	1. Arabe	-Arabe général		2H	6	1	Régime Mixte	LFAg/ LM36
			2. Français / Autre langue étrangère / autre option			2H				
			3- Informatique I			1H				
TOTAL					2	25	30	11		
					27					

Licence Fondamentale en Langue, Lettres et Civilisation Anglaises

Université :	Etablissement :	Licence	Fondamentale	Langue, Lettres et Civilisation Anglaises
Domaine de formation : Langues et lettres		Mention	Langues, lettres et civilisation Anglaises	

LF Anglais Semestre -4

N°	Unité d'enseignement	Nature de l'UE	Eléments Constitutifs	Contenu	Volume Horaire		Crédit	Coef.	Régime d'examen	Code
					Cours	TD				
1	Langue VII	U.E.F	1. Les concepts fondamentaux de la linguistique	-Introduction générale		2H	5	3	Régime Mixte 3H (2 sur 2)	LFAg/ LM41
			2. Grammaire en contexte	- Grammaire du texte		2H				
2	Langue VIII	U.E.F	1. Traduction	-Thème / Version		2H	5	2	Contrôle Continu	LFAg/ LM42
			2. Techniques d'expression orale	-Communication et / ou interaction orale - Laboratoire de langue		3H				
3	Analyse du texte littéraire IV	U.E.F	1. Introduction à l'histoire de la littérature américaine	- (Survey).	1H		5	2	Régime Mixte 2H (1 sur 5)	LFAg/ LM43
			2. Etude d'œuvres littéraires (Roman / Théâtre / Poésie/ littérature anglophone)	- Choix de textes		4H				
4	Concepts culturels et civilisationnels IV	U.E.F	1. Introduction à la culture et à la civilisation américaine	- Concepts clefs	1H		5	2	Régime Mixte 2H (1 sur 3)	LFAg/ LM44
			2. Introduction à la culture et à la civilisation anglophone	- Choix de textes		1H				
			3. Question de civilisation contemporaine	-Choix d'un thème		2H				
5	Transversale IV	U.E.T	1. Pédagogie de l'enseignement	-Concepts clés de la pédagogie de l'enseignement.		2H	4	1	Contrôle Continu	LFAg/ LM45
			2. Culture de l'entreprise	-Concepts clés de l'esprit entrepreneurial		2H				
6	Optionnelle IV	U.E.O	1. Arabe	-Arabe général		2H	6	1	Régime Mixte	LFAg/ LM46
			2. Français / Autre langue étrangère / autre option			2H				
			3- Informatique I			1H				
TOTAL					2	25	30	11		
					27					

Licence Fondamentale en Langue, Lettres et Civilisation Anglaises

Université :	Etablissement :	Licence	Fondamentale	Langue, Lettres et Civilisation Anglaises
Domaine de formation : Langues et lettres		Mention	Langues, lettres et civilisation Anglaises	

LF Anglais Semestre -5

N°	Unité d'enseignement	Nature de l'UE	Eléments Constitutifs	Contenu	Volume Horaire		Crédit	Coef.	Régime d'examen	Code
					Cours	TD				
1	Langue IX	U.E.F	1. Linguistique	-Phonologie et morphologie	1H	1H	5	2	Régime Mixte 3H (2 sur 2)	LFAg/ LM51
			2. Syntaxe	- Syntaxe	1H	1H				
2	Langue X	U.E.F	1. TEFL I	-Méthodes d'enseignement		2H	5	2	Contrôle Continu	LFAg/ LM52
			2. Techniques d'expression orale	-Communication et / ou interaction orale/ Laboratoire de langue		2H				
			3. Stratégies de lecture et d'écriture	-Niveau avancé		2H				
3	Analyse du texte littéraire V	U.E.F	1. Théories & critiques littéraires	-Interprétation et critique	2H		6	2	Régime Mixte 2H (1 sur 4)	LFAg/ LM53
			2. Analyse d'une œuvre romanesque	-Choix d'œuvres	1H					
			3. Analyse d'une œuvre dramatique	-Choix d'œuvres	1H					
			4. Analyse d'une œuvre poétique	- Choix de textes	1H					
4	Concepts culturels et civilisationnels V	U.E.F	1. Question de culture et civilisation britannique	- Choix de thèmes	1H	1H	6	2	Régime Mixte 2H (1 sur 2)	LFAg/ LM54
			2. Question de culture et civilisation du monde anglophone	- Choix de thèmes	1H	1H				
5	Transversale V	U.E.T	1. Traduction spécialisée I	- Choix de textes.		2H	4	1	Contrôle Continu	LFAg/ LM55
			2. Enseignement de l'anglais aux jeunes apprenants	-TEFL – TEYL / Approches pédagogiques-		2H				
6	Optionnelle V	U.E.O	1. Arabe	-Arabe général		2H	4	1	Régime Mixte 2H (2sur 2)	LFAg/ LM56
			2. Français / Autre langue étrangère / autre option			2H				
TOTAL					9	18				
					27		30	10		

Licence Fondamentale en Langue, Lettres et Civilisation Anglaises

Université :	Etablissement :	Licence	Fondamentale	Langue, Lettres et Civilisation Anglaises
Domaine de formation : Langues et lettres		Mention	Langues, lettres et civilisation Anglaises	

LF Anglais Semestre -6

N°	Unité d'enseignement	Nature de l'UE	Eléments Constitutifs	Contenu	Volume Horaire		Crédit	Coef.	Régime d'examen	Code
					Cours	TD				
1	Langue XI	U.E.F	1. Linguistique	-Sémantique lexicale	1H	1H	5	2	Régime Mixte 3H (2 sur 2)	LFAg/ LM61
			2- Stylistique	- Stylistique	1H	1H				
2	Langue XII	U.E.F	1. TEFL II	-Pratique de l'enseignement		2H	5	2	Contrôle Continu	LFAg/ LM62
			2. Techniques d'expression orale	Communication et / ou interaction orale/ Laboratoire de langue		2H				
			3. Stratégies de lecture et d'écriture	-Niveau avancé		2H				
3	Analyse du texte littéraire VI	U.E.F	1. Théories & critiques littéraires	-Interprétation et critique	2H		6	2	Régime Mixte 2H (1 sur 4)	LFAg/ LM63
			2. Analyse d'une œuvre romanesque	-Choix d'œuvres	1H					
			3. Analyse d'une œuvre dramatique	-Choix d'œuvres	1H					
			4. Analyse d'une œuvre poétique	- Choix de textes.	1H					
4	Concepts culturels et civilisationnels VI	U.E.F	1. Question de culture et civilisation américaine	- Choix de thèmes	1H	1H	6	2	Régime Mixte 2H (1 sur 2)	LFAg/ LM64
			2. Question de culture et civilisation du monde anglophone	- Choix de thèmes	1H	1H				
5	Transversale VI	U.E.T	1. Traduction spécialisée II	-Choix de textes		2H	4	1	Contrôle Continu	LFAg/ LM65
			2. Enseignement de l'anglais aux jeunes apprenants	-TEFL – TEYL / Approches pédagogiques		2H				
6	Optionnelle VI	U.E.O	1. Arabe	-Arabe général		2H	4	1	Régime Mixte 2H (2sur 2)	LFAg/ LM66
			2. Français / Autre langue étrangère / autre option			2H				
TOTAL					9	18	30	10		

LICENCE APPLIQUEE D'ANGLAIS (ANGLAIS DES AFFAIRES)

NB : Les unités d'enseignement optionnelles prévues par la Commission Nationale Sectorielle d'Anglais sont citées à titre indicatif. Il revient aux établissements d'enseignement supérieur et de recherche habilités d'adapter ces unités selon leurs spécificités tout en respectant l'enveloppe de crédits alloués.

Licence Appliquée d'Anglais (Anglais des Affaires)

Université :	Etablissement :	Licence	APPLIQUEE	Anglais des Affaires (Business English)	
Domaine de formation : Langues et lettres		Mention	Langues, lettres et civilisation Anglaises		

LA d'Anglais (Anglais des Affaires) – Semestre 1

N°	Unité d'enseignement	Nature de l'UE	Eléments Constitutifs	Contenu	Volume Horaire		Crédit	Coef	Régime d'examen	Code
					Cours	TD				
1	Langue I	U.E.F	1. Stratégie de lecture et d'écriture	-Lecture et compréhension + expression écrite		4H	5	3	Régime Mixte 3H (2 sur 2)	LAAg/AA11
			2. Grammaire	- Grammaire		1H				
2	Langue II	U.E.F	1. Traduction	-Thème / Version		1H	5	2	Contrôle Continu	LAAg/AA12
			2. Techniques d'expression orale	-Initiation à la communication et interaction orale, exposés et débats		3H				
3	Analyse et pratique du texte littéraire I	U.E.F	1. Cours de littérature	- Concepts clefs	1H		5	2	Régime Mixte 2H (1 sur 4)	LAAg/AA13
			2. Pratique et analyse du texte littéraire (Roman / Théâtre / Poésie)	- Choix de textes		3H				
4	Concepts culturels et civilisationnels I	U.E.F	1. Introduction aux concepts culturels et civilisationnels	- Concepts clefs	1H	1H	5	2	Régime Mixte 2H (1 sur 2)	LAAg/AA14
			2. Techniques d'analyse de textes civilisationnels	- Choix de textes		2H				
5	Transversale I	U.E.T	1. Méthodologie et ICT	-Savoir faire académique de base et de recherche, traitement de texte, initiation à l'internet.		2H	4	1	Contrôle Continu	LAAg/AA15
			2. Droits de l'homme	-Concepts et études de cas.	2H					
6	Optionnelle I	U.E.O	1. Arabe	-Arabe général		2H	6	1	Régime Mixte 2H (1 sur 2)	LAAg/AA16
			2. Degré de langue : Allemand/ Espagnol / Autre langue	-Acquisition d'une langue étrangère supplémentaire		2H				
					4	21				
TOTAL					25		30	11		

Licence Appliquée d'Anglais (Anglais des Affaires)

Université :	Etablissement :	Licence	APPLIQUEE	Anglais des Affaires (Business English)	
Domaine de formation : Langues et lettres		Mention	Langues, lettres et civilisation Anglaises		

LA d'Anglais (Anglais des Affaires) – Semestre 2

N°	Unité d'enseignement	Nature de l'UE	Eléments Constitutifs	Contenu	Volume Horaire		Crédit	Coef	Régime d'examen	Code
					Cours	TD				
1	Langue III	U.E.F	1. Stratégie de lecture et d'écriture	-Lecture et compréhension + expression écrite		4H	5	3	Régime Mixte 3H (2 sur 2)	LAAg/ AA21
			2. Grammaire	- Grammaire		1H				
2	Langue IV	U.E.F	1. Traduction	-Thème / Version		1H	5	2	Contrôle Continu	LAAg/ AA22
			2. Techniques d'expression orale	-Initiation à la communication et interaction orale, exposés et débats		3H				
3	Analyse et pratique du texte littéraire II	U.E.F	1. Cours de littérature	- Concepts clefs	1H		5	2	Régime Mixte 2H (1 sur 4)	LAAg/ AA23
			2. Pratique et analyse du texte littéraire (Roman / Théâtre / Poésie)	- Choix de textes.		3H				
4	Concepts culturels et civilisationnels II	U.E.F	1. Introduction aux concepts culturels et civilisationnels	- Concepts clefs	1H	1H	5	2	Régime Mixte 2H (1 sur 2)	LAAg/ AA24
			2. Techniques d'analyse de textes civilisationnels	- Choix de textes		2H				
5	Transversale II	U.E.T	1. Méthodologie et ICT	-Savoir faire académique de base et de recherche, traitement de texte, initiation à l'internet.		2H	4	1	Contrôle Continu	LAAg/ AA25
			2. Droits de l'homme	-Concepts et études de cas	2H					
6	Optionnelle II	U.E.O	1. Arabe	-Arabe général		2H	6	1	Régime Mixte 2H (1 sur 2)	LAAg/ AA26
			2. Degré de langue : Allemand/ Espagnol / Autre langue	-Acquisition d'une langue étrangère supplémentaire		2H				
TOTAL					4	21	30	11		

Licence Appliquée d'Anglais (Anglais des Affaires)

Université :	Etablissement :	Licence	APPLIQUEE	Anglais des Affaires (Business English)	
Domaine de formation : Langues et lettres		Mention	Langues, lettres et civilisation Anglaises		

LA d'Anglais (Anglais des Affaires) – Semestre 3

N°	Unité d'enseignement	Nature de l'UE	Eléments Constitutifs	Contenu	Volume Horaire		Crédit	Coef	Régime d'examen	Code	
					Cours	TD					
1	Langue V	U.E.F	1. Stratégie de lecture et d'écriture	-Exercices de rédaction et de synthèse		3H	6	4	Régime Mixte 3H (2 sur 2)	LAAg/ AA31	
			2. Grammaire	- Grammaire du texte	1H	1H					
2	Langue VI	U.E.F	1. Prononciation	-Laboratoire de langue		1H	4	2	Contrôle Continu	LAAg/ AA32	
			2. Techniques d'expression orale	-Initiation à la communication et interaction orale		2H					
3	Anglais Spécialisé I	U.E.F	1. Anglais des affaires	Initiation à la terminologie et au langage et notions du domaine des affaires.	1H	1H	5	3	Régime Mixte 2H (1 sur 2)	LAAg/ AA33	
			2. Anglais commercial		1H	1H					
4	Traduction et Autres Langues I	U.E.F	1. Traduction commerciale	Pratique et traduction des langages techniques et spécialisés		2H	5	3	Régime Mixte 2H (1 sur 3)	LAAg/ AA34	
			2. Arabe spécialisé			1H					
			3. Français spécialisé			1H					
5	Transversale III	U.E.T	1. PAO & PRAO	-Programmation assistée par ordinateur.		2H	4	1	Régime Mixte 2H (1 sur 3)	LAAg/ AA35	
			2. Droit de l'entreprise	-Concepts clés du droit des entreprises	2H						
			3. Culture de l'entreprise	-Concepts clés de l'esprit entrepreneurial	2H						
6	Optionnelle III	U.E.O	1. Arabe	-Arabe général		2H	6	1	Régime Mixte 2H (2 sur 2)	LAAg/ AA36	
			2. Degré de langue : Allemand/ Espagnol / Autre langue	-Acquisition d'une langue étrangère supplémentaire		2H					
TOTAL					7	19	30	14			
TOTAL					26		30	14			

Licence Appliquée d'Anglais (Anglais des Affaires)

Université :	Etablissement :	Licence	APPLIQUEE	Anglais des Affaires (Business English)	
Domaine de formation : Langues et lettres		Mention	Langues, lettres et civilisation Anglaises		

LA d'Anglais (Anglais des Affaires) – Semestre 4

N°	Unité d'enseignement	Nature de l'UE	Eléments Constitutifs	Contenu	Volume Horaire		Crédit	Coef	Régime d'examen	Code	
					Cours	TD					
1	Langue VII	U.E.F	1. Stratégie de lecture et d'écriture	-Exercices de rédaction et de synthèse		3H	6	4	Régime Mixte 3H (2 sur 2)	LAAg/ AA41	
			2. Grammaire	- Grammaire du texte	1H	1H					
2	Langue VIII	U.E.F	1. Prononciation	-Laboratoire de langue		1H	4	2	Contrôle Continu	LAAg/ AA42	
			2. Techniques d'expression orale	-Initiation à la communication et interaction orale		2H					
3	Anglais Spécialisé II	U.E.F	1. Anglais des affaires	Consolider les connaissances des étudiants en anglais technique et spécialisé du domaines des affaires	1H	1H	5	3	Régime Mixte 2H (1 sur 2)	LAAg/ AA43	
			2. Anglais commercial		1H	1H					
4	Traduction et Autres Langues II	U.E.F	1. Traduction commerciale	Pratique et traduction des langages techniques et spécialisés		2H	5	3	Régime Mixte 2H (1 sur 3)	LAAg/ AA44	
			2. Arabe spécialisé			1H					
			3. Français spécialisé			1H					
5	Transversale IV	U.E.T	1. Services internet	-Internet		2H	4	1	Régime Mixte 2H (1 sur 3)	LAAg/ AA45	
			2. Droit de concurrence	-Concepts clés du droit de concurrence	2H						
			3. Culture de l'entreprise	-Concepts clés de l'esprit entrepreneurial	2H						
6	Optionnelle IV	U.E.O	1. Arabe	-Arabe général		2H	6	1	Régime Mixte 2H (2 sur 2)	LAAg/ AA46	
			2. Degré de langue : Allemand/ Espagnol / Autre langue	-Acquisition d'une langue étrangère supplémentaire		2H					
					7	19					
TOTAL					26		30	14			

Licence Appliquée d'Anglais (Anglais des Affaires)

Université :	Etablissement :	Licence	APPLIQUEE	Anglais des Affaires (Business English)	
Domaine de formation : Langues et lettres		Mention	Langues, lettres et civilisation Anglaises		

LA d'Anglais (Anglais des Affaires) – Semestre 5

N°	Unité d'enseignement	Nature de l'UE	Eléments Constitutifs	Contenu	Volume Horaire		Crédit	Coef	Régime d'examen	Code	
					Cours	TD					
1	Langue IX	U.E.F	1. Stratégie de lecture et d'écriture avancées	Analyse approfondie de la langue anglaise spécialisée et rédaction de synthèse (CV, résumés, rapports, etc.)		3H	6	4	Régime Mixte 3H (2 sur 2)	LAAg/AA51	
			2. Grammaire spécialisée		1H	1H					
2	Anglais Spécialisé III	U.E.F	1. Anglais financier	Consolider les connaissances des étudiants en anglais spécialisé du domaine des affaires et initiation à la terminologie et au langage et notions du domaine financier	1H	1H	5	2	Régime Mixte 2H (1 sur 2)	LAAg/AA52	
			2. Anglais commercial		1H	1H					
3	Traduction et Autres Langues III	U.E.F	1. Traduction commerciale	Pratique et traduction des langages techniques et spécialisés		2H	5	3	Régime Mixte 2H (1 sur 3)	LAAg/AA53	
			2. Arabe spécialisé			1H					
			3. Français spécialisé			1H					
4	Méthodologie	U.E.F	1. Méthodologie de la recherche	Méthodes scientifiques de la recherche et techniques de la présentation orale	1H	1H	5	3		LAAg/AA54	
			2. Technique de la présentation orale		1H	1H					
5	Transversale V	U.E.T	1. Commerce électronique	-E-commerce		2H	4	1	Régime Mixte 2H (1 sur 3)	LAAg/AA55	
			2. Droit du travail et sécurité sociale	-Concepts clés du droit du travail et social	2H						
			3. Culture de l'entreprise	-Concepts clés de l'esprit entrepreneurial	2H						
6	Optionnelle V	U.E.O	1. Arabe	-Arabe général		2H	5	1	Régime Mixte 2H (2 sur 2)	LAAg/AA56	
			2. Degré de langue : Allemand/ Espagnol / Autre langue	-Acquisition d'une langue étrangère supplémentaire		2H					
TOTAL					9	18	30	14			

Licence Appliquée d'Anglais (Anglais des Affaires)

Université :	Etablissement :	Licence	APPLIQUEE	Anglais des Affaires (Business English)
Domaine de formation : Langues et lettres		Mention	Langues, lettres et civilisation Anglaises	

LA d'Anglais (Anglais des Affaires) – Semestre 6

N°	Unité d'enseignement	Nature de l'UE	Eléments Constitutifs	Contenu	Volume Horaire		Crédit	Coef	Régime d'examen	Code
					Cours	TD				
1	Langue X	U.E.F	1. Stratégie de lecture et d'écriture avancées	Rédaction de synthèse (CV, résumés, rapports, etc.) et structure et formation des mots		2H	4	3	Régime Mixte 2H (2 sur 2)	LAAg/ AA61
			2. Morphologie		1H	1H				
2	Anglais Spécialisé IV	U.E.F	1. Anglais scientifique et technologique	Initiation à la terminologie et au langage et notions de l'anglais spécialisé des domaines technologique, scientifique, et juridique	1H	1H	4	3	Régime Mixte 2H (1 sur 2)	LAAg/ AA62
			2. Anglais juridique		1H	1H				
3	Transversale VI	U.E.T	1. Gestion de la production	- Principes de la gestion de la production	2H		6	2	Contrôle Continu	LAAg/ AA63
			2. Culture de l'entreprise	- Concepts clés de l'esprit entrepreneurial	2H					
			3. Marketing	- Techniques du marketing	2H					
4	Projet de Fin d'Etudes	U.E.F	-Rapport de stage / Mémoire de fin d'études				16	Soutenance	LAAg/ AA64	
					9	5				
TOTAL					14		30			

COURSE DESCRIPTION

COURSE DESCRIPTION 2nd YEAR

ELT METHODOLOGY (SECOND SEMESTER)

Course Description

This course in English Language Teaching Methodology (ELTM) is designed for second year *Licence fondamentale* students. It consists of two weekly hours of tuition and is delivered over one semester. The nature of the course consists in covering the following broad areas: Overview of the language teaching methodologies with a particular emphasis on the Communicative Approach in language teaching (CLT) and eclectic methodology, lesson planning, classroom management , lesson observation, testing and assessment. The structure of the course takes the form of input sessions, micro-teaching activities, workshops and video observation.

Course Objectives

1. To help students develop an awareness of the principles of language teaching based on the current theories of language learning.
2. To give students some practice in lesson preparation and planning.
3. To provide students with an opportunity to try out teaching techniques and have their teaching techniques evaluated and constructively criticized.
4. To provide students with the key principles in testing and evaluation

Learning Outcomes

By the end of the course, students will

1. have acquired the basic taxonomy of ELT
2. have taught an element of the language during a micro-teaching activity
3. have used a variety of teaching techniques
4. Be able to design a lesson plan
5. Be able to select course material for particular tasks
6. Be able to teach an element of the language in a fixed time
7. Be able to evaluate themselves and others

Methodology

Teaching sessions take the form of animated workshops in an interactive classroom activities. Some video observation sessions will be scheduled depending on availability of the material. The role of the teacher is essentially to monitor classroom activities, provide guidance and feedback and facilitate learning.

Assessment & Evaluation

Assessment is continuous. There are no formal exams at the end of each semester. However, Students will sit for two written progress tests: the first in week 5 and the second at the end of the course. They will also be evaluated on the micro-teaching assignments.

Course Material

Textbook available at the faculty copy center.

ELT METHODOLOGY (SECOND SEMESTER)

Course Outline

Week 1: Language Learning Theories

- a. Grammar-translation
- b. Direct Method
- c. Audio-lingual
- d. Communicative Approach
- e. Key characteristics of the communicative classroom
- f. Eclecticism

Week 2: English Language Teaching (ELT) in Tunisia

- a. Definition and Goals
- b. Top ten principles in ELT

Weeks 3 & 4: Lesson Planning

- a. Criteria for a good lesson plan
- b. General Features: aims, communicative functions, PPP, stages, aids, etc.
- c. Features of a good lesson

Week 5 & 6: Teaching the four skills

- a. Developing speaking skills
- b. Developing reading skills
- c. Developing listening skills
- d. Developing writing skills
- e. Taxonomy, Techniques & strategies
- f. Teaching grammar
- g. Teaching vocabulary
- h. The Importance of Context

Weeks 7&8: Classroom Management

- a. Role of the teacher
- b. Top-down vs. bottom up processes
- c. What teachers should/shouldn't do?
- d. Individual/pair/role plays/group work activities
- e. Teacher-student talking time
- f. Error correction & feedback
- g. Maintaining discipline
- h. Time management

Week 9: Lesson Observation

- a. Evaluation
- b. Video observation
- c. Key factors & principles in effective language teaching

Week 10: Testing & Evaluation

- a. Why test?
- b. Types of tests
- c. Qualities of a good test

Mme Asma JOUINI-MATMATI
Département d'anglais

DESCRIPTIF DU COURS DE FRANÇAIS

DEUXIEME ANNEE ANGLAIS

2007-2008

I- TECHNIQUES DE L'EXPRESSION ECRITE :

A- Le paragraphe argumentatif :

1- Les types d'argument :

- l'argument-définition

- L'argument d'autorité

- L'argument par analogie

- La démonstration par l'absurde.....

2- Illustrer un argument

3- Introduire un exemple

4- L'idée directrice dans un paragraphe argumentatif

5- Rédiger un paragraphe argumentatif

B- Le texte argumentatif

C- Le texte polémique (exemple : Voltaire , Montesquieu et Rousseau)

B- Les techniques du roman réaliste et naturaliste :

1- Le portrait du personnage dans le roman réaliste

2- La description dans le roman réaliste

3- Le discours indirect libre

I- LANGUE :

A-SYNTAXE :

- La phrase simple

- la phrase minimale

- La proposition subordonnée relative

- La proposition subordonnée conjonctive circonstancielle :

- de cause
- de conséquence
- de but
- d'opposition et de concession
- d'hypothèse et de condition

B- MORPHOLOGIE VERBALE :

- Temps et valeurs du conditionnel

- Temps et valeurs du subjonctif

C- VOCABULAIRE :

- Homonymie

- Synonymie

- Antonymie

- Paronymie

- Dérivation

II- ETUDE DE TEXTES :

Extraits de textes des XVIIIème et XIXème siècles :

Le siècle des Lumières (extraits de Candide de Voltaire, Emile ou de L'Education de Rousseau....)

Notions de Raison, de Liberté, de Vérité, la place du philosophe dans la société, La religion.....

Le Romantisme (poésie :Hugo, Musset [La Nuit de Mai] ; roman : Chateaubriand, Bernardin de Saint-Pierre [Paul et Virginie].....)

Le Réalisme (Balzac [Le Père Goriot], Flaubert [Madame Bovary]

Le Naturalisme (Zola [L'Assommoir, La Bête humaine], Huysmans [Les Sœurs Vatarde], Maupassant [Mont-Oriol, Nouvelles.....])

Course Outline

2nd year grammar- LMD

SEMESTER I

I-Time, Tense and Aspect

1- Time, Tense and Aspect: Introduction

2- Uses and meanings of tenses

3- Uses and meanings of modals (especially the progressive and perfect forms of modals)

II- Reported Speech

1- Indirect statements

2- Indirect questions

4- Uses of the to-infinitive in indirect speech

5- Modal verbs in reporting

6- Reporting advice, suggestions, offers, requests, orders..

SEMESTER II

I-The Complex Noun Phrase

1- Relative Clauses

2- Participle Clauses

II- The Complex Sentence

- Nominal Clauses (Finite & Non-Finite)

2- Adverbial Clauses : Time, reason, purpose and result, contrast and concession, manner, condition.

III- Organising Information

1- Focusing: 'it'-clauses and 'what'-clauses

2- There + be

3- Extraposition

4- Inversion

Course outline

2eme année de la licence fondamentale

Introduction à la culture et à la civilisation américaine

Contemporary US Life

1- The land and the people

- Geographical facts
- Immigration
- The Melting Pot ideal
- Pluralism/Cultural diversity in the US

2- The government system

- Federalism
- The branches of government
- Checks and balances

3- The Frontier

- Manifest Destiny
- The westward expansion
- The frontier men values

Course outline

Question de civilisation contemporaine

Theme: Religion in the US

1- Puritanism

2- Puritanical values

3- Religious diversity in today's America

4- The rise of evangelical beliefs in today's America

Introduction to US Civilization: Religion in the US

Course description

The purpose of the course is to give an introduction to and overview of religion in the US to second year students. This course should show the impact of religion on American culture, the important dimension of religious pluralism, the relationship between the religious and the secular, and the relationship between religion and politics in the American setting.

The first part of the course takes an historical perspective, looking at the development of the place of religion in American life from the establishment of the first colonies until the revolutionary period. Within the framework of this historical perspective, the students are exposed to a number of issues related to Puritanism, the major principles underlying the Mayflower Compact and religious intolerance in the colonies. Then, the students are introduced to the major contributions to freedom of religion in the colonies (Rhode Island, Maryland's Act of Toleration) and the 18th century developments with the debate over the 1st Amendment of the Bill of Rights.

The second part of the course should deal with the challenges of religious pluralism. It should show the three stages the US has gone through:

- A- The Protestant consensus from the earliest days to the early part of the 20th century.
- B- The "Three Faith"- model established by the 1950s
- C- The "Multi-Faith"- model with the challenges posed by some eastern religions such as Islam, Buddhism, Hinduism...

Course outline

2eme année de la licence appliquée d' anglais

Question de culture Américaine: The Economic System in the US

- 1- The laissez faire doctrine
- 2- State intervention (example of the New Deal)
- 3- The Trusts in the US
- 4- Multinationals/Globalization
- 5- Consumerism

SECOND YEAR ANGLOPHONE CULTURE AND CIVILISATION

COURSE TITLE: INTRODUCTION TO CANADA

COURSE DESCRIPTION

The main objective of the course is to introduce second-year students of English to landmarks in the history of modern Canada. The course is also designed to acquaint the students with the federal experience of a major Anglophone country, thus expanding the horizons of the so far restricted double tracks of British and American studies.

The course is TD based. Therefore, students will be only exposed to texts reflecting the social, cultural and political realities of contemporary Canada, with due recognition of the significance of history.

COURSE OUTLINE

UNIT ONE: General Introduction to Canada

UNIT TWO: Major Historical Landmarks

UNIT THREE: Multiculturalism in Canada

UNIT FOUR: Government and Politics

UNIT FIVE: Immigration and Race Relations

UNIT SIX: Canada's Apartheid

UNIT SEVEN: Social Trends (the Marathon of Hope/The Ecole Polytechnique Massacre/Same-Sex Marriage in Canada ...)

Descriptif de cours des étudiants de la deuxième année de Langue Fondamentale en Anglais

Matière : Technologies de l'information et de la communication ICT

Niveau : III

Microsoft Word

Objectif du cours

L'étudiant doit maîtriser les outils de traitement de l'information et les différentes techniques de gestion de documentation. A la fin de ce cours, l'étudiant doit être capable de saisir avec une vitesse acceptable des textes. Il doit maîtriser les outils de mise en forme et de mise en page d'un texte, ainsi que la gestion des liens entre les fichiers (fusion, insertion de liens hypertextes internes et externes). Il doit être capable de manipuler les objets graphiques tels que les images et les tableaux, et profiter de quelques fonctions avancées telles que le publipostage.

Le cours est organisé selon le plan suivant :

- **Environnement de travail :**
 - ✓ L'environnement de travail et ses composantes.
 - ✓ Création d'un document simple (saisie de texte, insertion des caractères spéciaux, sauvegarde/ouverture/fermeture d'un document)
- **Gestion de texte :**
 - ✓ Déplacement dans la fenêtre
 - ✓ Déplacement du point d'insertion
 - ✓ Sélection de texte
 - ✓ Déplacement et duplication des blocs : supprimer, copier, coller, couper
 - ✓ Modifier la casse

- ✓ Insertion en-tête et pied de page
- **Mise en forme :**
 - ✓ Mise en forme des caractères (Police et attributs)
 - ✓ Mise en forme des paragraphes (Retrait, interligne, bordure, trame, espacement)
 - ✓ Tabulation
- **Gestion des pages du document :**
 - ✓ Mise en page de document (Marge, format et orientation de papier)
 - ✓ Saut de page
 - ✓ Numérotation des pages
- **Outils de rédaction :**
 - ✓ Insérer les entrées des dates ou des heures
 - ✓ Caractères spéciaux
 - ✓ Orthographe, grammaire et synonyme
 - ✓ Fonction rechercher et remplacer
- **Création des tableaux :**
 - ✓ Créer un tableau
 - ✓ Entrer les données dans les cellules du tableau
 - ✓ Modification d'un tableau (Modifier la largeur des lignes/hauteur des colonnes, insertion ligne/colonne, fusionner/fractionner les cellules)
 - ✓ Mise en forme du tableau (Alignement vertical/horizontal du contenu de cellule, bordure et trame de fond).
- **Fonction automatisée :**
 - ✓ Créer une insertion automatique
 - ✓ Créer une insertion automatique intégrant un objet graphique
- **Le publipostage :**
 - ✓ Les composantes du publipostage
 - ✓ Créer et structurer une base de données Word
 - ✓ Créer le document de fusion
 - ✓ Créer des étiquettes de publipostage

Niveau : IV

Microsoft Excel

Objectif du cours

L'étudiant doit maîtriser les fonctions de base d'un tableur, notamment : La gestion des références (relatives, mixtes et absolues), la gestion des listes, les fonctions de calcul, les conditions. Ainsi il doit mettre en œuvre les tables de consultation et révéler des capacités de création des graphiques.

Le présent cours sera organisé selon le plan suivant :

- **Environnement de travail :**
 - ✓ Composantes de l'environnement Excel (les différentes formes du pointeur)
 - ✓ Déplacement et sélection dans une feuille de calcul
 - ✓ Gestion des colonnes/ligne/cellule
 - ✓ Sauvegarder/fermer/ouvrir un classeur
- **Gestion des feuilles du classeur :**
 - ✓ Sélection des feuilles de calcul
 - ✓ Renommer une feuille de calcul

- ✓ Insérer/déplacer/copier une feuille de calcul
- ✓ Supprimer une feuille
- ✓ Masquer une feuille
- **Manipulation des données du tableur :**
 - ✓ Les différents types de données
 - ✓ Modification du contenu des cellules
 - ✓ Copier, couper et coller
 - ✓ La recopie incrémentale
 - ✓ La mise en forme (alignement par le menu format, polices de caractères, bordure, motifs, format des nombres)
 - ✓ La mise en forme conditionnelle
 - ✓ La gestion des références : référence relative, absolue et mixte.
 - ✓ Fonctions de calcul : (syntaxe d'une formule, fonctions automatiques)
 - ✓ Fonctions conditionnelles
 - ✓ Le tri dans un tableau ou dans une liste (tri avec un seul critère, tri avec deux ou trois critères)
- **Mise en page :**
 - ✓ Onglet page, marge
 - ✓ En-tête et pied de page
 - ✓ Saut de page
- **Insertion et manipulation d'images :**
 - ✓ À partir de la bibliothèque Microsoft Excel
 - ✓ À partir d'un fichier
- **Graphique :**
 - ✓ Créer un graphique (mise en forme et choix du type de graphique)
 - ✓ Modifier les options du graphique (couleur et texture et dégradé)
 - ✓ Modification de l'échelle des axes.

Course description. Asli

U.S Drama 2nd year (licence fondamentale)

The aim of the course is to introduce students to the major themes and dramatic techniques used by post World War dramatists and particularly by A.Miller in *The Crucible* (1953).

A textual analysis gives the students access to both the puritan ethics and the post war culture embodied in Maccarthysm .

Miller chooses the phenomenon of hysteria witnessed during the witch trials Of salem at the end of the 17th century and this becomes an overt allegory for a way of life evident in the qualities of its people .

The reading of a selection of critical essays on Miller and his contemporaries is particularly recommended . The final exam will consist in a commentary with questions . (duration : 2 hours)

G.B Drama 2nd year (licence fondamentale)

The course aims at introducing the students to the social drama of the 1950's through John Osborne's *The Entertainer* (1957) with its naturalistic details of talk and atmosphere .

A parodic tone , and a deflationary prose characterise the work of the British dramatist who seems particularly sensitive to the social disturbances and the general sense of disillusionment that they have engendered. There is clearly a parallel which is made between the disintegration of the national spirit and the waning of the Music Hall .

The reading of a selection of critical essays on Osborne and his contemporaries is particularly recommended . The final exam will consist in a commentary with questions . (duration : 2 hours)

University of Manouba
Faculty of Letters, Arts, and Humanities
English Department

2nd Year Appliquée

Reading and Writing (U.E. Language V & VII)

Course objectives

This course combines reading and writing skills within specified content area of workplace. Based on topics bearing on the business environment, students are encouraged to engage in reading a selection of texts taken from a variety of reading sources. These topics range in subject matter (i.e., banking, marketing, work relations, etc) to provide students with a broader knowledge and vocabulary base and strengthen their command of business English. Discussions following the selected business-related texts usher in tasks that focus on producing various types of business correspondence (letters, memoranda, reports, etc.) based on workplace writing skills (e.g., describing graphic information, summarizing an article, response to complaint, etc.). In sum, this course will allow students to:

- enhance reading skills and strategies, like skimming, scanning, predicting, etc., in approaching specialized texts.
- develop content knowledge about workplace environment and related language
- write reports in the modes of narration, description, etc.
- practice various document formats, such as memos, business letters, abstracts, resumes, and proposals in order to accommodate a workplace occasion and audience.

Method of Instruction

This is a full-year course which extends over an average of 20 weeks (three hours per week). The first part of every three-hour session is devoted to reading activities whereas the second part covers writing activities. A typical instructional procedure consists of the following steps:

- i) Pre-reading exercises and discussion are used before the main passage is read.
- ii) While / after reading the main passage, follow-up exercises include comprehension and whole-group, small-group, or pair discussions.
- iii) Students engage in pre-writing tasks individually or in groups depending on the objectives of every session.
- iv) Students complete at least one writing assignment building on the pre-writing tasks.
- v) Post-task activities (e.g., revising, peer review and editing) follow.

Method of Evaluation

The assessment of the students, reading and writing skill growth proceeds on a regular basis both through the completion of reading/writing homework assignments and classroom participation. Besides, a score-based evaluation consists in:

- a) Two mid-semester progress tests (30%)
- b) Two end-of-semester exams (70%)

Course outline

The reading activities of every lesson are based on the choice of a business-related theme (e.g., marketing, job seeking, etc.) whereas the writing activities on a selected sub-skill (analysing graphic information).

First Semester	Reading	Writing
Week1	Job search	Cover letter
Week2	Head-hunters	Résumé
Week3	Human resources	Letter of introduction/reference
Week4	Retailing	Placing an order
Week5	Going global	Analyzing graphic/numerical information
Week6	Marketing/ Advertising	Unsolicited sales letter
Week7	Intellectual property	Complaint letter
Week8	Retailing	Adjustment letter
Week9	E-commerce	Peer-editing
Week10	Progress Test No. 1	
Week11	Small business	Team-writing
Week12	Real estate	Inquiry letter: leasing
Week13	Transport and delivery	Letter of apology
Week14	International competition	Follow-up letter
Second Semester		
Week15	Business and finance	Inquiry letter

Week16	Supply and demand	Response-to-inquiry letter
Week17	Management	Circular memo
Week18	The stock market	Summarizing/ short formal reports
Week19	Office technology	Summarizing: abbreviations and minutes
Week20	Teamwork	Background reports
Week21	The environment	Eyewitness report
Week22	Telecommunications	Analytical report
Week23	Progress Test No. 2	
Week24	Developing economies	Reviewing an article
Week25	Business trips	Poster presentation
Week26	Asia	Progress report
Week27	European Union	Recommendation report
Week28	Intercultural communications	Formal Technical Report

COURSE DESCRIPTION

2007-2008

Introduction:

The learning outcomes of teaching translation in the English department have hardly been the subject of serious debate among translation teachers and researchers alike. While some trainers tacitly believe that the course is taught simply because it has just been part of the English curriculum, others claim that the course trains students to pursue a professional career in translation. Whether the first or the latter, what seems necessary to know is the answer of the question "What is a translation?" Virtually all definitions of translation praxis take this discipline to be both a science and craft. Newmark (1988) describes translation as "*a craft consisting of the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language.*" The increased need for translation in the English department is due to its importance in boosting the students to think about the different meanings of a text in addition to encouraging them to broaden their vocabulary. How to meet this need? How to deal with different kinds of translation for different purposes? What makes one translation better than another? Why some texts are more difficult to translate than others? Are there things that cannot be said in some languages?

Objectives:

The course of Translation constitutes an important component in the English teaching program. However, the objectives of this course have either been misunderstood or difficult to achieve. Virtually all English departments course descriptions state that the aim of the course is to introduce students to translation theory and train them to translate from Arabic into English and vice versa. This is partly true, but in the second year, the emphasis is put on teaching translation not only as a theory but as practice. Through texts, the students are dealing with two different languages (Arabic and English). They learn how to translate the context, the meaning rather than

translating a specific text word by word. They learn about the convenient structure, about how to avoid repetition and how write a coherent translated text. Each session includes a survey of words including their structures, meanings, and different usages.

In all pedagogical practices, be it professional or academic, instructional material is closely linked with, and should reflect the training objectives. This amounts to saying that the learning outcomes which the course intends to endow the students with determine the teaching materials. The least that can be said about the objective of the translation course is that it broadens the students knowledge and vocabulary. As a teacher of translation, I can tell that the students are motivated to study this course for the following reasons:

- to embetter their English language and to know about the craft of translation
- to be able to translate different types of literary texts
- to understand and apply translation models and to study language through translation

In the light of the current situation, I propose three objectives for the course of Translation. These are presented below, along with their learning outcomes:

1. To teach students to read and write using more advanced techniques than they have been exposed to in Reading and Writing courses:

The first objective of the Translation course is to enable students to be better readers and better writers; that is better communicators. Let us explain this objective. The most important requirement of translating is to understand the content of the source text, and to render its meaning in an appropriate style in the target language.

2. Consolidation of the linguistic principles used to analyse language

Now that the students have translated the passage, they have two texts before their eyes. The teacher should encourage students to analyse the text in terms of equivalence. A contrastive analysis of the source and target texts would enable students to apply what they have learnt in language courses and defend their translation.

3. To help students shake off misconceptions about translation.

There are various misconceptions about the translation field. To my mind, one of the major goals of the translation class in English departments would be help students shake off these misconceptions.

Conclusion:

It emerges from this discussion that the courses of translation should make their objectives clearly explicit, so as to enlighten students and teachers alike.

COURSE DESCRIPTION

2007-2008

Introduction:

Translation is described as "*a craft consisting of the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language.*" The increased need for specialized translation in the English department is due to its importance in boosting the students to think about the different types of texts especially scientific English texts. The specialized translation course is dealing with all types of contracts (job, selling, buying, and hiring...etc.), in addition to letters of application, C.v., political speeches...etc. the questions which should be answered within the course are: How to translate them correctly? How to deal with different kinds of translation for different purposes? What makes one translation better than another? Why some texts are more difficult to translate than others? Are there things that cannot be said in some languages?

Objectives:

The course of Specialised Translation constitutes an important component in the teaching program for second year applied English students. The course's aim is to introduce the students to the translation of non-literary texts (contracts, application forms, political speeches...etc); and train them to translate these different texts from Arabic into English and vice versa. Through these texts, the students are dealing with two different languages (Arabic and English) and need to know that it is not as simply a process of a word by word translation. They learn how to translate the context, the deep meaning rather than translating the surface one. They learn about the convenient structure for each type of text (esp. the language of leaders and presidents in their political speeches); about how to avoid repetition and how write a coherent translated text. Each session includes a survey of words including their structures, meanings, and different usages.

In all pedagogical practices, be it professional or academic, instructional material is closely linked with, and should reflect the training objectives. This amounts to saying that the learning outcomes which the course intends to endow the students with determine the teaching materials. to embetter their English language, to know about the craft of translation and to be able to translate different types of non-literary texts. In fact, the course is extremely rich with interesting texts which are tackling the following issues:

- Types of contacts (contacts of hiring cars, flats; contracts of buying and selling lands, agricultural equipments; contracts of jobs abroad;...etc.)
- Types of application forms and formal letters.
- Advertisements and touristic brochures
- Political speeches (Inaugural Speeches, Speeches in the UNO, excerpts from Speeches of National leaders such as Nelson Mandela, Martin Luther king, ...etc.)

Conclusion:

The course of specialized translation is rich with significant texts which are of great benefit to the students. They show great interest in translating these types of texts which are offering them the possibility to tackle new texts, different from those they studied in their first year.

2 eme année Licence appliquée
Assistante : Mouna Tekaya
Année universitaire 2007-2008

Plan du Cours

DROIT COMMERCIAL

INTRODUCTION

1. Evolution historique du droit commercial
2. La place du droit commercial
 - Le droit civil et le droit commercial
 - Le droit commercial et le droit économique
3. Définition du droit Commercial
 - La Conception objective
 - Le Conception subjective

I-1 LA QUALITE DE COMMERCANT

1 - Les conditions préalables :

a\ Relatives a la personne :

- La capacité commerciale
- Absence des cas d'interdiction

b\ Relatives a l'activité (profession)

- Absence des cas d'incompatibilité
- L'exercice professionnel
- Habituel
- Principal
- Légal/psycho/sociologie
- En son nom et en son propre compte
- Accomplissement d'un acte commercial (art 2C.C)

2 - Les Condition postérieurs (Les Obligations)

a\ l'immatriculation au registre commercial

- Personne physique

- Maintient de la qualité
- Présomption simple de la qualité de commerçant
- Informer les tiers

- La tenue d'une comptabilité régulière : les livres de commerce

- Contrôle de l'activité
- Un moyen de preuve

I – 2 L'ACTE DE COMMERCE

1- Définition et critère de commercialité

Art2CC (production – spéculation – circulation – entremise)

2 - Les Types d'acte commercial

- Acte de commerce par la nature
- Acte de commerce par la forme
- Acte de commerce par accessoire
- Acte de commerce par mixte

II- Le FONDS DE COMMERCE

1 - Définition et nature

2 - les éléments de fonds de commerce

Les éléments exclus

- L'immeuble
- Les dettes et les créances

Les éléments inclus

a- Les éléments corporels et facultatifs

- Marchandise
- Matériels

b- Les éléments incorporels

- Obligatoire

- Clientèles
- Achalandage

- Facultatifs

- Droit au bail
- Enseigne
- Marque de fabrication ...

3. les Opérations sur le fonds de commerce

- La vente
- Le nantissement

Course Outline
2nd year grammar- LMD

SEMESTER I

I-Time, Tense and Aspect

- 1- Time, Tense and Aspect: Introduction
- 2- Uses and meanings of tenses
- 3- Uses and meanings of modals (especially the progressive and perfect forms of modals)

II- Reported Speech

- 1- Indirect statements
- 2- Indirect questions
- 4- Uses of the to-infinitive in indirect speech
- 5- Modal verbs in reporting
- 6- Reporting advice, suggestions, offers, requests, orders..

SEMESTER II

I-The Complex Noun Phrase

1- Relative Clauses

2- Participle Clauses

II- The Complex Sentence

- Nominal Clauses (Finite & Non-Finite)

2- Adverbial Clauses : Time, reason, purpose and result, contrast and concession, manner, condition.

III- Organising Information

1- Focusing: 'it'-clauses and 'what'-clauses

2- There + be

3- Extraposition

4- Inversion

Academic Year 2007-2008

University of Manouba

Faculty of Letters, Arts and Humanities

Department of English

Instructors: Jebali, Atia &Tayari

Second Year Methodology

Course Description

This course in methodology for second year students is designed to upgrade students' potential in using English in academic environments. The development of language skills notably the analysis and production of language used in special contexts lay at the core of the current course. The approach is focused on research-led activities, individual and collaborative work and tasks are student-centred.

Objectives

1. To help students understand the language used in newspaper headlines.
2. To introduce the use of idiomatic expressions in different linguistic contexts.
3. To help students understand and use various forms of ellipsis in language output.
4. To refine students' knowledge of the use of discourse markers in meaningful contexts.
5. To help students undertake a little research and produce a short bibliography.

By the end of the course, students will

- Be able to interpret and understand the language used in newspaper headlines and abbreviated styles.
- Be able to use idiomatic expressions in a variety of contexts.
- Be able to use various forms of ellipsis in written production.
- Be able to use discourse markers appropriately.
- Be able to use the web resources to retrieve data and produce a one page bibliography.

Methodology

Course sessions take the form of little workshops with students engaged in individual, peer and group activities. Lesson activities are based on study skill units. Students' contribution is maximized through tasks and teacher's feedback should be constructive and help develop learning.

Evaluation and Assessment

Students are assessed on the quality of their individual assimilation of the course as well as on their contribution to collaborative work. One formal examination takes place by the end of the semester while students are informally tested during the course on a continuous basis.

Course Outline

Unit 1:

Analysing newspaper headlines & abbreviated styles.

Unit 2:

Using idiomatic & proverbial expressions.

Unit3:

Using discourse markers to develop language production.

Unit 4:

Using the web technology to undertake a research & produce a one page bibliography.

Unit 5:

Understanding & using different forms of ellipsis in written discourse.

University of Manouba
Faculty of Letters, Arts and Humanities
Department of English
Instructors: Jebali, Bouchiba, Kammoun & Haddad

Academic Year 2007-2008
Second Year Introduction to Linguistics

Course Description

This course is designed for second year students and is aimed at providing an initial understanding of the concepts underlying the study of language and linguistics and other subfields notably sociolinguistics and psycholinguistics. The course could be highly motivating if it used learning technologies which would guarantee a better students' participation and understanding.

Objectives

1. To introduce students to the basic notions and concepts in linguistics.
2. To raise students' awareness about the study of language and help them reflect upon the language they so spontaneously use.
3. To give them a broad understanding of the nature and properties of language.
4. To expose them to some of the most prominent views of language acquisition.
5. To make them review their misconceptions, views and prejudices about human languages and other systems of communication.
6. To introduce them to the notions of language, communication and society.

Learning Outcomes

By the end of the course, students will have

- Understood the basic concepts and terminology relating to the study of language and linguistics
- Demonstrated ability to reflect upon human language as a system of communication
- Understood the basic characteristics of human language
- Been exposed to differences between human language and animal communication
- Understood the Behaviourist and Mentalist approaches to language acquisition
- Understood the key concepts of language variations in social contexts.

Methodology

The course consists of input sessions which take the form of discussions, reading short passages, video and data projection of illustrations and experiments and presentations with exercises. The teacher should facilitate students' learning by engaging them in the activities of the lessons, providing relevant explanations and simplifying the content.

Evaluation and Assessment

One formal examination takes place by the end of the semester while students are informally assessed during the course on a continuous basis. In general, one progress test is scheduled but teachers are free to design other home-based assignments in the form of a research or report.

Course Outline

Introduction

Definition, goals and branches of linguistics.

Chapter One: The Nature of Language.

Chapter Two: The Scientific Study of Language.

2.1 Descriptive Vs Prescriptive Approach to Language.

2.2 Primacy of Synchronic Study.

2.3 Primacy of Speech over Writing.

2.4 Equality of Languages.

Chapter Three: Human Language Vs Animal Communication: Design Features.

3.1 Language and the Brain.

Chapter Four: De Saussure's Conception of Language: some basic concepts.

4.1 Synchronic Vs Diachronic Linguistics.

4.2 The Linguistic Sign: Signifier/Signified.

4.3 Langue/Parole.

Chapter Five: The Psychology of Language

5.1 Language Acquisition.

5.2 Behaviourism.

5.3 Mentalism.

5.4 Chomsky's Notions of Competence and Performance.

Chapter Six: The Sociology of Language (Language in Context)

6.1 Dialect & idiolect

6.2 Speech community

6.3 Accent, Lingua Franca, Creole & pidgin

6.4 Standard language

6.5 Language and gender

Course outline

2eme année de la licence fondamentale

Introduction à la culture et à la civilisation américaine

Contemporary US Life

1- The land and the people

- Geographical facts
- Immigration
- The Melting Pot ideal
- Pluralism/Cultural diversity in the US

2- The government system

- Federalism
- The branches of government
- Checks and balances

3- The Frontier

- Manifest Destiny
- The westward expansion
- The frontier men values

Course outline

Question de civilisation contemporaine

Theme: Religion in the US

- 1- Puritanism
- 2- Puritanical values
- 3- Religious diversity in today's America
- 4- The rise of evangelical beliefs in today's America

Course outline

2eme année de la licence appliquée d' anglais

Question de culture Américaine: The Economic System in the US

- 1- The laissez faire doctrine
- 2- State intervention (example of the New Deal)
- 3- The Trusts in the US
- 4- Multinationals/Globalization
- 5- Consumerism

Faculty of Letters, Arts & Humanities La Manouba
Department of English
2nd Year Literature 4: US Literature Survey

Prof. H. Ben Azouna
Prof. A. Khelifa
Prof. H. Miladi

COURSE DESCRIPTION

1. Objectives and methodology:

This course is meant to provide second year students with essential information about two (2) centuries of American literature: drama, fiction and poetry. They will be introduced to the emerging literature of colonial America modelled on Europe and mainly Britain, to the rise of American fiction as such in the early nineteenth century and to the major literary trends and schools that consolidated American writing, namely **romance, transcendentalism, realism and naturalism** by the beginning of the nineteenth century. The development of American literature continues in the twentieth century with the emergence of protest literature in the 1930s, the rise of ethnic literature in the 1940s, the international recognition of American literature with its series of Nobel Prizes, the literature of experimentation and the triumph of modernism in the 1960s and , afterwards, with the rediscovery of **Native and slave narratives** and nineteenth century female writers, as well as with the emergence of Asian American and Chicano writers. In this way, students are shown that the twenty-first century is beginning with the proliferation of American literatures in a more and more multi-ethnic America.

Students are given texts and questions in advance (one-page extracts from novels, poems or plays) illustrating diverse approaches to the ever-changing American realities. These questions serve mainly as a basis for further explanation or discussion in class about the myths and grand narratives that have constructed present day America (**the frontier, America as Eden, the myth of innocence, otherness and American identity and the like**).

2. Examinations:

The semester is ended with a **two(2)-hour** exam which consists in a text (a one-page extract from a writer studied in class) followed by two(2) questions.

3. Bibliography (All the following titles are available at Manouba Library):

- Bercovitch, Sacvan, ed. *The Cambridge History of American Literature*. Cambridge: CUP, 1995.
- Clayton, Jay. *The Pleasures of Babel: Contemporary American Literature*. New York: Oxford University Press, 1993.
- Cooke, Michael G. *Afro-American Literature in the 20th Century: The Achievement of Intimacy*. New Haven: Yale University Press, 1984.
- Cunliffe, Marcus. *The Literature of the United States*. London: Penguin, 1991.
- Elliot, Emory, ed. *Columbia Literary History of the United States*. New York: CUP, 1988.
- Hoffman, David, ed. *Harvard Guide to Contemporary American Writing*. Cambridge, Mass.: Harvard University Press, 1979.
- Kazin, Alfred. *On Native Grounds: An Interpretation of Modern American Prose Literature*. San Diego, Calif.: Harcourt Brace Jovanovich, 1983.
- Kiernan, Robert. *American Writing Since 1945: A Critical Survey*. New York: Frederic Ungan, 1983.
- Ludwig, Richard M., ed. *Annals of American Literature: 1602-1983*. New York: OUP, 1986.
- McMichael, George, ed. *Anthology of American Literature*. London: Collier McMillan, 1985.
- Miller, James E. *Heritage of American Literature*. New York: Harcourt Brace College Publishers, 1991.

Ministère de l'enseignement supérieur

Université de La Manouba

Faculté des Lettres des arts

et des Humanités

Plan du cours

INTRODUCTION A LA GESTION

2^{ème} année licence appliquée en anglais

Introduction générale : Pourquoi la Gestion ?

Partie 1 - la gestion de l'entreprise : les notions de base

Chapitre 1 – La Gestion et le Gestionnaire

1- Définition de la gestion

2- Les aspects de la gestion

2.1- L'aspect science

2.2- L'aspect art

3- L'évolution de la pensée managériale

3.1 - L'école classique

a - L'approche scientifique

b - L'approche administrative

3.2 - L'école des relations humaines

a - Les bases de l'école des relations humaines

b - La théorie des besoins de Maslow

c - La théorie X et la théorie Y

d - Critique de l'approche par les relations humaines

3.3 - L'école de la contingence

3.4 - L'école des systèmes

4 - Le gestionnaire

4.1 - Définition

4.2 - Les attributions du gestionnaire

Chapitre 2 – L'entreprise

1- Définition de l'entreprise

1.1 - L'entreprise est un groupe humain

1.2 - L'entreprise est un groupe de production

1.3 - L'entreprise est autonome

1.4 - L'entreprise dispose d'un patrimoine

1.5 - L'entreprise poursuit des objectifs

1.6 - L'entreprise exerce un effet d'attraction sur son environnement

2- Les acteurs de l'entreprise

2.1- Les acteurs internes

2.2- Les acteurs externes

3- Les typologies des entreprises

Chapitre 3 – L'environnement de l'entreprise

1- Les dimensions de l'environnement

1.1 - L'environnement économique

1.2 - L'environnement technologique

1.3 - L'environnement politique

1.4 - L'environnement social et culturel

2- Les caractéristiques de l'environnement

2.1 - La stabilité

2.2 - La complexité

2.3 - La diversité des marchés

2.4 - L'hostilité

3- Comportement de l'entreprise face à l'évolution de son environnement

Partie 2 - les fonctions de la gestion

Chapitre 4 – La fonction planification

- 1- Définition et caractéristiques générales de la planification
- 2- Le processus de planification
- 3- Les techniques de planification

Chapitre 5 – La fonction organisation

- 1 - Définition de l'organisation
- 2 - Typologie des structures organisationnelles
- 3 – Typologie des organisations

Chapitre 6 – La fonction direction

- 1 - Définition de la direction
- 2 - Les théories de la motivation
- 3 - Les styles de direction

Chapitre 7 – La fonction contrôle

- 1 - Définition du processus de contrôle
- 2 – Les différents types de contrôle
- 3 - Les étapes du processus de contrôle

Faculty of Letters, Arts & Humanities La Manouba
Department of English
2nd Year Literature 4: 20th c. American Novel

Prof. H. Ben Azouna
Prof. A. Khelifa
Prof. H. Miladi
Prof. G. Najjar
Semester II: 2007-2008

COURSE DESCRIPTION

Reflections In A Golden Eye (1941)
by Carson McCullers (1917-1967)

1. Methodology and objectives:

The second year American novel class is meant to continue the students' mastery of the basic tools of literary criticism and textual analysis taught in their first year (story, plot, setting, characterization, themes, narrative technique as well as language and style). The novel we will consider this year raises a number of questions, namely:

1. The question of literary form or **genre**. For that matter, we will study and analyse the general theoretical bases of the short story, the novella, the **novel**, the fairy tale and the allegory in connection with **the narrative structure** of *Reflections In A Golden Eye*. We will also consider literary terms such as the primitive, the grotesque, Southern gothic and social realism. Our aim is to identify the techniques used by Carson McCullers to achieve this amazing blending of various literary forms.
2. The question of **characterization**. We will concentrate on the portraits of the two grotesque and perverse couples, the Langdons and the Pendertons, together with Private Ellgee Williams, an innocent lover of nature, and Anacleto, a vindictive Filipino eunuch, both of whom will disappear by the end of this grim but "comic fairy tale" as McCullers puts it.
3. The question of the **setting**. We will consider its apparent realism as opposed to its clearly symbolic dimension. We will also discuss the significance of this isolated southern military camp in peacetime as well as the luxuriant forest nearby and the recurrence of the intense change of seasons and weather.

4. The **thematic importance** of this story which combines the realistic and the fantastic as well as the tragic and the comic. We will consider more specifically the question of **identity**, sexual ambivalence, the nature and ambiguities of human love, violence and conflict, moral isolation, betrayal and loss.

Our reading of these different questions depends to a large extent on our weekly study and analysis of several extracts from the novel (see course outline). The students will be given the questions one week in advance so as to prepare their written answers. They are also strongly advised to read *Reflections* with other short stories exploring the mystery of human love and desire such as “ The Ballad of the Sad Café” as well as D.H. **Lawrence**’s short story “ **The Prussian Officer**” (*Short Stories*, 1907-1914) which has certainly influenced McCullers. Articles on the novel may be read once the course is over and after consulting the teachers in charge.

2.Examinations:

The second semester is ended with a **two-hour (2h) exam** consisting in an **extract** from the above-mentioned novella and is followed by several questions related to the text and to the novel as a whole.

COURSE OUTLINE
Reflections In A Golden Eye (1941)
by Carson McCullers (1917-1967)

- Week 1** Introduction to the course (methodology, objectives and outline)
- Week 2** Introduction to Carson McCullers
- Week 3** Introduction to *Reflections In A Golden Eye*
- Week 4** Textual analysis 1 :**chapter 1**, The prologue or the army post , pp.7-13
- Week 5** Textual analysis 1: **chapter 1**, continued
- Week 6** Textual analysis 2: **chapter 2**, Private Ellgee Williams, pp. 24-28
- Week 7** Textual analysis 3: **chapter 2**, The Langdons, pp.39-45
- Week 8** Textual analysis 3: **chapter 2**, continued
- Week 9** Textual analysis 4: **chapter 3**, Captain and soldier, pp. 66-74
- Week 10** Textual analysis 5 :**chapter 3**, Mrs. Penderton’s bedroom, pp. 87-92
- Week 11** Textual analysis 6: **chapter 4**, The epilogue or Williams’ murder , pp.118-125
- Week 12** Roundabout session on *Reflections* or Correction of in-class test

EXAMS

BIBLIOGRAPHY

1. Adams, Rachel. “ A Mixture of Delicious and Freak”: The Queer Fiction of Carson McCullers”. *American Literature* (Vol.71, Number 3) :1999.
2. Bombaci, Nancy. *Freaks in Late Modernist American Culture*. New York: Peter Lang, 2006.
3. Carr, Virginia Spencer. *Understanding Carson McCullers*. Columbia: University of South Carolina Press, 1990.
4. Donna Bauerly. “ The Themes of Eros and Agape in the Major Fiction of Carson McCullers,” *Pembroke Magazine* 20 (1988): 72-76.
5. Clark, Lyon Beverly and Melvin J. Friedman, eds. *Critical Essays on Carson McCullers*. New York: G.K. Hall, 1996.
6. Gleeson-White, Sarah. *Strange Bodies: Gender and Identity in the Novels of Carson McCullers*. Tuscaloosa: University of Alabama Press, 2003.
7. James, Judith Ciblin. *The Reputation of Carson McCullers: 1940-1990*. Columbia: Camden House, 1995.
8. McDowell, Margaret B. *Carson McCullers*. Boston: Twayne Publishers, 1980.
9. O’ Connor, Flannery Van. “ Some Aspects of the Grotesque in Southern Fiction.”

Mystery and Manners: Occasional Prose. Ed. Sally and Robert Fitzgerald. New York: Noonday, 1994. 36-50.

10. Wolfgang, Kayser. *The Grottesque in Art and Literature*. 1957. Trans. Ulrich Weisstein. Gloucester, MA: P.Smith, 1968.

Faculty of Letters, Manouba

Department of English

2007-2008

Subjet-coordinator : Mrs. S. Oueslati

COURSE DESCRIPTION

Reading & Writing. 2ND Year (L.F.)

Reading & Writing is a weekly two-hour course that covers the first semester. The aim of the course is to draw the students' attention to specific reading and writing strategies that will help them improve their reading and writing skills in general.

The course is based on reading texts which are examined in detail both in terms of form and content. However, because achieving **writing competence** is the ultimate goal of this course, special importance is paid to an in-depth analysis of these texts which are meant to serve as models of academic writing.

Three types of academic essays are selected for this purpose :

- 1- Cause / Effect Essays;
- 2- Comparison / Contrast Essays;
- 3- Argumentative Essays.

These essays have to be written according to the same model and students are required to respect the following guidelines :

- 1- Introduction: (including a hook, connecting information, and thesis statement);
- 2- Body: (paragraphs with topic, supporting, and concluding sentences);
- 3- Conclusion:(restating the thesis statement, main ideas developed, and opinion, suggestion or prediction).

Faculty of Letters, Manouba

Department of English

2007-2008

Subject-coordinator : Mrs. S. Oueslati

COURSE DESCRIPTION

E. S. P. 2ND Year (L.A.)

English for Specific Purposes is a weekly two-hour course that covers two semesters. The aim of the course is to introduce students to the world of business, and to get them to know key business concepts, ethics, language and the people involved in the business community.

The course is based on varied materials ranging from letters, messages, business ads, telephone conversations, reading texts, and vocabulary exercises. The program is divided into two parts :

Part One : First Semester

- 1- Writing: Business ads and letters of application.
- 2- Listening: Telephone conversations and recorded messages: introducing people, getting through, and receiving, taking and leaving messages.
- 3- Reading: Engaging clerks, office work, and secretarial duties.
- 4- Studying vocabulary: Office items and furniture, quantities, filing systems, stationery supply, etc.

Part Two : Second Semester

- 1- Studying vocabulary: Business organizations, business people, industries & sectors, private & public, small & large corporations, positions & board of directors.
- 2- Case study n°1: Kentucky Fried Chicken Corporation: Adapting to the Japanese market
- 3- Case study n°2: Johnson & Johnson Consumer Products, Inc. : Making ethical decisions in business.
- 4- Case study n°3: Ben & Jerry's Homemade, Inc. : Developing a compensation policy.

The above case studies will allow students to understand the following business issues: studying the market, making decisions, adapting to international markets, exploring business culture (franchising), conducting business meetings (task forces), marketing strategies, and strategies for negotiation.

Faculty of Letters, Manouba

Department of English

2007-2008

Subjet-coordinator : Mrs. S. Oueslati

COURSE DESCRIPTION

CIV. : U.S. Economy 2ND Year (L.A.)

U.S. Civilization is a weekly two-hour course that covers the second semester. The aim of the course is to introduce students to the key concepts on which the American economy is based. To achieve this purpose, specific issues and important periods in American history are selected for study . The following is a brief outline of the major economic themes to be covered in this program.

Part One : A General Introduction to the USA Economy

- 1- A Historical & Geographical Overview of the Country
- 2- Religious Roots of Capitalism in America
 - Puritanism and Labor
 - Religious Materialism
 - God and Mammon

Part Two : Historical Roots of Capitalism

- 1- Adam Smith & The Wealth of Nations
- 2- The Industrial Revolution in England
- 3- Mercantalism & Laisser- Faire Policy
- 4- The Colonial Economy

Part Three : Industrialization in 19th century America

- 1- The Growth of the Factory & The Lowell Experiment
- 2- Free Enterprise
- 3- The Birth of banking Systems & Stock Exchanges
- 4- The Growth of Big Businesses (Carnegie; Rockfeller; Trusts & Anti-Trust Laws)

Part Four : The USA Economy in the 20th Century

- 1- The Great Depression : 1930s
- 2- The 'New Deal' & The End of Laisser- Faire
- 3- USA Today : A Mixed Economy

السنة الجامعية 2007-2008

السنة الثانية

كلية الآداب و الفنون و الإنسانيات
منوبة

قسم الإنكليزية و قسم اللغات
شعبة الإنكليزية الأساسية
مادة العربية

برنامج اللغة: البلاغة

المبحث الأول علم البديع

الدرس 1- المحسنات اللفظية

الجناس

الاقتباس

السجع

الدرس 2- المحسنات المعنوية

التورية

الطباق

المقابلة

حسن التعليل
تأكيد المدح بما يشبه الذم و عكسه
أسلوب الحكيم

المبحث الثاني علم البيان

- الدرس 1- الحقيقة و المجاز
- الدرس 2-المجاز
- الدرس 3-التشبيه
- الدرس 4-الاستعارة
- الدرس 5-الكناية

برنامج الأدب

السداسي الأول:
شعر: أليا أبو ماضي (شعر الوطن، الوجود، الحياة، المعتقد)

السداسي الثاني:
نثر: النادرة من خلال " بخلاء الجاحظ " (المقومات الفنية و المضمونية)

2eme Année de la licence fondamentale en Langue, Litterature et Civilisation Anglaises
Semestre 1- SL-3
U.E Fondamentale- Concepts Culturels et Civilisationnels 3

INTRODUCTION à LA CULTURE ET CIVILISATION britannique

COURSE DESCRIPTION and OUTLINE

Description:

This course is intended to provide students with an overview of contemporary British society. Owing to the nature of the topic, the aim is not to provide comprehensive coverage of the various topics, but will simply be concerned with introducing some of the key features of modern British life.

Outline:

I- General Introduction to the UK

1. Geographical and Regional Overview.
2. Historical Background.

II- Social Trends

1. Race Relations and Contemporary Issues (Immigration, Racism, Discrimination.)
2. Gender Relations (Gender Discrimination, Women's Rights .)
3. Family Issues (Modern British Family Trends, Single Parents Families.)

2nd year lmd

TRANSLATION FRENCH/ENGLISH - ENGLISH/ FRENCH 2nd YEAR

The course offers training - from and into English and French - in various forms of translation, including, translation of different literary genres, of journalistic styles and texts from the aural and visual media, of commercial and other business styles.

Attention is particularly paid to the main features of each form of translation as well as the nature of the translation equivalence in the two languages.

p.s Aural is correct .means organs of hearing

Descriptif du cours : Communication

Première Partie : Théories et Approches de la Communication

Chapitre I : La Théorie Moderne de la Communication

Chapitre II : Le Modèle de Schannon et Weaver

Chapitre III : La Théorie Lazarsfeldienne des effets limités

Chapitre IV : L'École de Palo Alto

Deuxième Partie : Les Théories de la Communication Appliquées : La Communication Publicitaire comme exemple

Chapitre I : Comprendre les Destinataires de la Communication Publicitaire (Les Théories de l'Attention et de la Persuasion)

Chapitre II : Définitions et Mode d'Action de la Publicité Médias

2nd year LAB

Dept. of English

Second Year

Langue fondamentale et appliquée

Course description

There are two one-hour classes each week in the language lab. The course material is made up of units and each unit consists of a recorded programme and an accompanying printed sheet. Each unit contains a variety of exercises to maximise student motivation and teaching effectiveness.

The first hour deals primarily with sentence production and phonology. The sentence production exercises cover the basic morphological and syntactic patterns of modern spoken English, and the exercise context is as communicative as possible. Frequent use is made of diagrams, pictograms, tables, etc., to present information which is communicated in student responses. All exercises are four-phase, permitting immediate correction of mistakes.

The phonology material covers the phonemes of R.P. English. It analyses each on the basis of distinctive features such as breath force, voicing, type of interference, tongue position, etc. Diagrams are used to impart phonetic information and exercises include articulatory practice and feature recognition. The aim is to teach near-native production skills of all basic sounds.

The second hour deals with further morphological and syntactic patterns and also with vocabulary items which present problems to foreign learners, such as times, dates, prepositions, etc.

It also includes vocabulary/controlled reading exercises to expose students to a wide range of vocabulary through conversations on topics of general interest.

Evaluation of students is carried out in three progress tests, held throughout the academic year. All test questions come from material covered in class.

The final grade for the year is the aggregate of the three test grades.

Anglophone Literature

Course description:

This is an annual course which aims to analyse Chinua Achebe's *Things Fall Apart* (1958) in order to introduce students to major issues pertaining to Anglophone literature – a category which is better known as postcolonial literatures in English.

The first semester will be devoted to introducing postcolonial literature, the historical background of the novel (the scramble for Africa, the history and culture of Nigeria) and the life and works of Chinua Achebe. Situating the novel also implies an examination of its intertextual dimension; Students will be asked to read and analyse selected extracts from Joseph Conrad's *Heart of Darkness*, a novel that Achebe wrote back to in order to reject what he regarded as stereotyped and demeaning representations of Africa.

The second semester will be devoted to analyzing a selection of texts from *Things Fall Apart* using the critical concepts acquired in the first year such as characterization, setting, narrative point of view, narrative techniques, irony... The themes under consideration will revolve around the representation of the colonial encounter, the questions of identity, language

and gender as well as the tension between the individual and the community, change and tradition.

Course outline:

Weeks 1 and 2: Literatures in English

Week 3: The Scramble for Africa

Weeks 4-5-6: Images of Africa: read excerpts from Joseph Conrad' *Heart of Darkness*, read Achebe's essay on *Heart of Darkness*.

Week 7: Nigerian history, culture and society

Week 8: Chinua Achebe

Week 9: Title, analysis of Yeats's poem "Things Fall Apart."

Week 10: The issue of language: read Achebe's essay: "The African Writer and the English Language."

Weeks 11-23: Analysis of texts from *Things Fall Apart*

Week 24: roundabout session or correction of in-class test

British Novel

Course description

This course builds on the analytic language acquired in the first year while developing it in the context of a close reading of Oscar Wilde's *The Picture of Dorian Gray*.

The first two sessions will be devoted to locating the novel in its historical and literary contexts. Such movements as aestheticism, decadence and the 'fin de siècle' mood will help situate the novel. The work is inseparable from the life of Oscar Wilde about which we'll have an overview. Finally we will examine the reception of the novel as well as the sources and literary predecessors that have contributed to its writing.

The remaining sessions will be devoted to a study of selected texts from the novel. Students are invited to answer questions given in advance and to read the texts in connection with the whole narrative. Text analysis will be supplemented by one thematic session centring on the question of the double life in *The Picture of Dorian Gray*.

The two-hour final exam will consist of one text followed by questions.

Course outline

Week 1: introduction: contexts: the late Victorian period, the "fin de siècle", aestheticism and decadence.

Week 2: Oscar Wilde's life.

The reception of *The Picture of Dorian Gray*.

Sources for *The Picture of Dorian Gray*

Week 3 : p.5 to p.9 : *Lord Henry, the painter and the picture.*

Week 4 : p. 22 to p.25: *The relationship between life, time and art.*

Week 5: p. 34 to p.37: *Lord Henry's philosophy*

Week 6: p. 68 to p.71: *Sybil's downfall.*

Week 7: p. 73 to p.75: *The Picture starts to alter.*

Week 8: The theme of the double life in *The Picture of Dorian Gray.*

Week 9: p.124 to p.126: *Murder: climax?*.

Week 10 : p. 150 to the end of chapter 16 : *the ghost of revenge.*

Week 11 : p. 169 to the end of chapter 19 : *Dorian and Lord Henry's last conversation*

Week 12: p. 175 to the end of the novel: *crime and punishment?*

Oral communication strategies

Second year

Course description

Content

The course consists of one weekly hour of tuition and is delivered over two semesters. The nature of the course focuses on three major areas: communication strategies, functional language and basic phonological features which are relevant to various speaking contexts.

Course objectives

:The course aims at

- Developing students' awareness of communication strategies and techniques:
- Developing students' competence and performance in oral communication
- Fostering students' communication skills individually, in peer and group debates
- Raising students' awareness about accuracy and fluency in language use
- Helping students understand and use functional aspects of language in meaningful contexts
- Helping students understand and use basic phonological features of spoken language such as intonation, stress, register, pitch, simplification in casual speech...

By the end of the course, students will

- Have practised most common oral communication strategies
- Have become aware of the importance of context
- Have understood form and function and used them communicatively
- Have gained a sound knowledge of the basic phonology relevant to oral communication
- Have used a variety of tools and techniques to communicate effectively

Methodology

Teaching sessions take the form of animated workshops where audio, visual and reading materials will be used. Since the course is learner-centered, students are highly encouraged to participate in class and deal with problem solving situations. They are expected to benefit linguistically from oral communication tasks and techniques which can be used in various contexts. The role of the teacher is essentially to monitor classroom activities, provide guidance and feedback and facilitate learning.

Evaluation and Assessment

Assessment is continuous. There are no formal exams at the end of each semester. This includes progress tests and home-based assignments during semester time focusing essentially on the formative aspect of the evaluation.

2nd year Civ IV
Aspects modern america
Second Semester Course

Subject: Aspects of Modern America

This course introduces and discusses the major aspects of US contemporary life and values. After a geographical overview of the United States, the focus will be on the following themes: immigration, the US government system, and the frontier movement.

Course Outline

I- The Land and the People

- 1-Geographical facts
- 2-Immigration
- 3-The Melting Pot ideal
- 4-Pluralism/Cultural diversity

II- The Government System

- 1-Introduction
- The Declaration of Independence
- The American Constitution

2-Federalism

3-The Branches of government

3- Checks and balances

III The Frontier

- 1-Manifest Destiny
- 2-The Westward expansion
- 3-The frontier men values

2nd year Civ
First Semester Course

Subject: Cultural and Civilizational ConceptsIII
Aspects of Modern Britain
Theme: The British Political System

This course introduces students to the major political institutions in Britain. The topics to be covered include 'The Monarchy', 'Parliament', 'Her Majesty's Government', and 'Political Parties and Elections'.

Course Outline

I The Monarchy

II Parliament

- 1- The House of Commons
- 2- The House of Lords

III Her Majesty's Government

IV Political Parties and Elections.

University of Manouba
Faculty of Letters, Arts and Humanities
2nd Year Literature: US Poetry
2007-2008: Semester II
Coordinator: Moez Marrouchi

Course Description:

This course takes as its starting-point the motif of Landscapes. North American landscapes vary from ocean to ocean, from forest to plains and to desert, from a cold to hot climate: in every case there is a sense of unlimited space.

In poetry, the speaker's presence converts the poem from landscape to mindscape as its poet's vision reflects his/ her perspectives and outlook. Recurrent themes are reflections on space and time, love and hatred, war, death, loneliness (or exile) and belonging (the community), nature, poetic inspiration, identity and a sense of selfhood.

We shall study the poems, not only for themes and ideas but also, and especially, for their poetry: their diction, form, and musicality. That is to say, we shall encourage students to make a critical, analytic reading of each poem and, as the course advances, to make cross-references (comparisons and contrasts) between the different poems and poets.

Course Outline: (subject to further minor modifications)

Week 1: Introduction to US Poetry.

Week 2: R. Lowell. "The Mouth of the Hudson".

Week 3: E. Bishop. "Chemin de Fer" & D. Levertov "Zeroing In".

Week 4: A. Bontemps. "Southern Mansion" & R. Wilbur "Grasse: The Olive Tree".

Week 5: B. Collins "Snow Day" & T. Roethke "The Waking".

Week 6: W. Stafford. "A Survey" and "Travelling through the Dark".

Week 7: S. Plath. "Sleep in the Mojave Desert".

Week 8: R. Jeffers. "Boats in a Fog".

Week 9: R. Lowell. "Water" & S. Plath "Crossing the Water".

Week 10: Ch. Edgar. "The Cloud of Unknowing".

Week 11: E. Bishop. "Arrival at Santos".

Week 12: Revision / Exam Topics.

University of Manouba
Faculty of Letters, Arts and Humanities
2nd Year Literature: GB Poetry
2007-2008: Semester I
Moez Marrouchi

Course Description:

This course is designed to concentrate on the subject of war and the pity of war as viewed by British poets from Hardy to Kingsley Amis. Certainly, the subject makes the poet: the poet produces poems which radically attempt to change our attitude towards war. Hardy, Owen, Sassoon and their contemporaries, through their poetry, have tried to show us what modern war was really like.

While the speaker moves on to describe hideous landscapes, vile noises, foul language and an unnatural world, students are asked to trace such journey and call, in poetry, the most execrable sights on earth the most glorious. Recurrent themes are death, life, loss, identity, love, poetic inspiration and so on.

Students are encouraged not only to concentrate on war and the pity of war but also on the poetry and the beauty of poetry: the poems' diction, their form and musicality are major features to be taken into consideration. They are also encouraged to make a critical, analytic reading of each poem and, as the course advances, to make cross-references (comparisons and contrasts) between the different poems and poets.

Course Outline: (subject to further minor modifications)

Week 1: Introduction to GB Poetry.

Week 2: Thomas Hardy. “The Man he Killed” & “The Voice”.

Week 3: Wilfred Owen. “Dulce et Decorum Est”.

Week 4: W. Owen. “ Anthem for Doomed Youth”.

Week 5: Edward Thomas. “The Owl”.

Week 6: W. B. Yeats. “When You are Old and Grey”.

Week 7: A. E. Housman. “When First My Way to Fair I Took”.

Week 8: W. De La Mare. “The Listeners”.

Week 9: R. Graves. “History of the Word”.

Week 10: T. Hughes. “Wind”, “ The Lake” & “The Horses”.

Week 11: K. Amis. “The Last War”.

Week 12: Revision/ Exam Topics.

University of Manouba

Faculty of Letters, Arts, and Humanities

English Department

2nd Year Appliquée

Reading and Writing (U.E. Language V & VII)

Course objectives

This course combines reading and writing skills within specified content area of workplace. Based on topics bearing on the business environment, students are encouraged to engage in reading a selection of texts taken from a variety of reading sources. These topics range in subject matter (i.e., banking, marketing, work relations, etc) to provide students with a broader knowledge and vocabulary base and strengthen their command of business English. Discussions following the selected business-related texts usher in tasks that focus on producing various types of business correspondence (letters, memoranda, reports, etc.) based on a range of workplace writing skills (e.g., describing graphic information, summarizing an article, response to complaint, etc.). In sum, this course will allow students to:

- enhance reading skills and strategies, like skimming, scanning, predicting, etc., in approaching specialized texts.
- develop content knowledge about workplace environment and related language
- choose the best structure, tone, and content for reports, letters or other documents
- choose the best writing process and strategy in order to accommodate a workplace occasion, technical setting, and audience

Method of Instruction

This is a full-year course which extends over an average of 20 weeks (three hours per week). The first part of every three-hour session is devoted to reading activities whereas the second part covers writing activities. A typical instructional procedure consists of the following steps:

- vi) Pre-reading exercises and discussion are used before the main passage is read.
- vii) While / after reading the main passage, follow-up exercises include comprehension and whole-group, small-group, or pair discussions.
- viii) Students engage in pre-writing tasks individually or in groups depending on the objectives of every session.
- ix) Students complete at least one writing assignment building on the pre-writing tasks.
- x) Post-task activities (e.g., revising, peer review and editing) follow.

Method of Evaluation

The assessment of the students, reading and writing skill growth proceeds on a regular basis both through the completion of reading/writing homework assignments and classroom participation. Besides, a score-based evaluation consists in:

- c) Two mid-semester progress tests (30%)
- d) Two end-of-semester exams (70%)

Course outline

The reading activities of every lesson are based on the choice of a business-related theme (e.g., marketing, job seeking, etc.) whereas the writing activities on a selected sub-skill (analysing graphic information).

First Semester	Reading	Writing
Week1	Job Seekers	a cover letter (for job application)
Week2	Head-hunters	Drafting a résumé
Week3	Human resources	Letter of introduction/reference
Week4	Retailing	Placing an order
Week5	Going global	Analyzing graphic/numerical information
Week6	Marketing/ Advertising	Unsolicited sales letter
Week7	Intellectual property	A complaint letter
Week8	Retailing	A response to complaint
Week9	Transport and delivery	A letter of apology
Week10	International competition	Follow-up letter
Second Semester		
Week11	Business and finance	Information inquiry

Week12	Supply and demand	Response to informational inquiry
Week13	Management	Circular memo
Week14	The stock market	Summarizing/ short formal reports
Week15	Office technology	Summarizing: abbreviations and minutes
Week16	Teamwork	Reporting: background reports
Week17	The environment	Reporting: eyewitness report
Week18	Telecommunications	Reporting: analytical report
Week19	Developing economies	Reviewing an article
Week20	Business trips	Poster presentation

COURSE DESCRIPTION 3^{ed} YEAR

Specialized Translation

Description

The course introduces students to the practice of business and commercial translation. The main activity is to translate authentic bilibgual documents from the business sector from English into Arabic and vice versa, noting that the the course work is only conducted in English. Based on weekly in-class and off-class assignments, the students are strongly oriented to discussions, group participation and presentations due to the the highly specialized nature of these texts so as to ensure an active reaction to the source texts. The choice of materials is organized around a set of business areas: banking and IT services, insurance, telecom and media, small businesses and corporations, manufacturing and retails, marketing, import/exports operations, and energy. The texts are extracted from business newspapers, e-magazines, business letters, reports, etc.

Objectives

The course provides the students with a more practical approach to the study business English. It seeks to integrate practice in translation and to develop a basic knowledge of the terminology and structures of English business and the resources available in this area. Upon the completion of the course, the students are expected to:

- develop their knowledge of the terminology and concepts most often encountered in business and financial translations.
- extend their range of understanding of the business sector to enable an informed interpretation of business documents.
- analyze and apply effective translation techniques (e.g., modulation, borrowing, reformulation, inferencing, etc.).
- use various resources (i.e., specialized, bilingual/monolingual dictionaries) properly.
- observe linguistic aspects related to tense, sentence structure, idiomacy, figures of style, contextual clues, etc.

Assessment

The assessment of the students' participation in the Specialized Translation course involves regular teacher-originated feedback on the weekly assignments together with peer in-class reaction. Besides, a graded evaluation will be based on a scheduled test for each semester.

3rd Year Licence Fondamentale. Semester 2

GB Foreign Policy

Course outline

Part One: Britain in the Cold War period

- *Brief chronology of the Cold War*
- *Major factors at the origin of the Cold War*
- *Why did Britain enter the Cold War?*
- *What was Britain's role in the Cold War?*
- *What was Britain's status in the Cold War?*

Part Two: The decolonization of the British Empire: Three case studies

- *Palestine*
- *Kenya*
- *Malaya*

Select Bibliography

David, C. (1992) *Britain Since 1945* [XB 9636]

Gourvish, T. (1991) *Britain Since 1945* [XB 9560]

Glynn, S. (1996) *Modern Britain: An Economic and Social History* [XB 11104]

Lee, S. (1996) *Aspects of British Political History* [XB 11101]

Porter, B. (1996) *The Lion's Share* [XB 11103]

Reynolds, D. (1991) *Britannia Overruled* [XB 11123]

Faculty of Letters La Manouba
Department of English

3rd Year English (Mr Hlioui)
Anglophone Civ. (India)

COURSE OUTLINE

PART ONE: The British in India: A Historical Survey

Unit 1: Introduction

- Europeans in India
- The East India Company
- The Indian Mutiny (1857-58)

Unit 2: The British Raj in India

- Colonial policy and administration
- The colonial economy

Unit 3: Indian Nationalism

- The background
- The Indian National Congress

Unit 4: Mahatma Ghandi and the struggle for independence

- Ghandi: background and education
- The politics of “non-violence” and “non-cooperation”
- Independence and partition

PART TWO: The Indian Culture: “Indianness”, Unity and Diversity

Unit 5: Religion(s) in India

- The Buddhist, the Jains, the Parsees, the Christians, the Muslims and the Sikhs

Unit 6: Hinduism

- Doctrines and principles
- The Caste System

Unit 7: Language diversity

Faculty of Letters, Arts & Humanities La Manouba
 Department of English
 3rd Year: Post-war American Drama
 2008-09 (semester I)

Prof. A. Khelifa
 Prof. G. Najjar

Eugene O’Neill, Long Day’s Journey into Night

COURSE DESCRIPTION

The course consists of weekly one-hour seminars and lasts for thirteen weeks. It will assist 3rd year students in analyzing Eugene O'Neill's *Long Day's Journey into Night* with emphasis on themes, characterization, setting as well as language and style. Students will be introduced to the biographical, historical and literary context of the play and will be exposed to the realist and naturalist trends in Post-war American drama. Extracts will be selected for textual analysis in class and will be given to students in advance. This course explores the manifold ways in which fragmentation, whether psychological or physical, cultural or social, lies at the heart of modern sensibilities. It invites students to consider questions of despair, disillusionment, determinism, and alienation by engaging with specific examples of representations of the self in the play. As a whole, this course aims to illustrate how O'Neill's *Long Day's Journey into Night* transcribes the quest of modern Man and encourages students to reflect on its social as well as cultural contexts. By the end of the course, students should become familiar with the play and should also show awareness of the major themes and the way they relate to the larger context of Post-war modern Drama. Students should equally develop skills of intellectual analysis and critical thinking that will enable them to write an adequate commentary or an essay on a topic about the play.

Course outline

- WEEK 1: Introduction to the course and to O'Neill's life and work (social, cultural and political contexts of *Long Day's Journey into Night*).
- WEEK 2: Definitions of dramatic trends (realism, naturalism, Epic theatre, theatre of the absurd... *Long Day's Journey into Night* a modern tragedy)
- WEEK 3: Opening scene, Stage directions Act I
- WEEK 4: Characterization: Tyrone's prudence Vs Mary's fantasies Act I
- WEEK 5: Jamie and Edmund: Decay and fragmentation Act I
- WEEK 6: Addiction and the breakdown of communication Act II scene i
- WEEK 7: Domesticity, and alienation Act II scene ii
- WEEK 8: The deterministic vision Act II scene ii
- WEEK 9: The idealization of the past Act III
- WEEK 10: Setting, Space and pathology Act IV scene i
- WEEK 11: Politicized language
- WEEK 12: The Structure of *Long Day's Journey into Night*
- WEEK 13: Review Session

University of Manouba
Faculty of Letters,
Arts and Humanities
English Department
Academic year: 2008-2009
Class: Third-Year US Poetry
Instructor: Issam Matoussi

e. e. Cummings' Textual Acrobatics

1. Course Description

The poetry of e(dward). e(stlin). cummings has always been conceived of as the *locus classicus* for reflecting upon cultural non-conformism. Despite the seeming incongruity, my use of the Latin phrase, *locus classicus*, in the context of studying the work of a modernist writer is well-advised. Indeed, it signals the way in which the institutionalisation of subversive literary texts ironically operates towards a containment of the very adversarial energy that they release. This course consists in revisiting e. e. cummings' poetic project, through especially working out a critical revision of the textual processes at work in his poems. Our main objective is accordingly to encourage students to effect a fresh reading of cummings' "textual acrobatics": the tight-rope walker in e. e. cummings poetry is a speaker-poet who is engaged in revitalizing the "narcotic strains" of an over-worked poetic language, through a crafty use of a range of idiosyncratic poetic and technical devices. And yet the figure of the tight-rope walker in cummings' poems has more interestingly close bearing on the experience of the individual in the thick of negotiating a range of subject-positions within the constraints of a modernist socio-cultural matrix.

2. Course Outline

- Week 1: "I(a"
- Week 2: "mortals)"
- Week 3: "since feeling is first"
- Week 4: "if I have made,my lady,intricate"
- Week 5: "yes is a pleasant country:"
- Week 6: "when god decided to invent"
- Week 7: "O sweet spontaneous"
- Week 8: "pity this busy monster,manunkind,"
- Week 9: "may my heart always be open to little"

- Week 10: “seeker of truth”

Course Description and Outline (3rd year U.S. Civilization)

Title of the Course:

The U.S. and the World: from Origins to World War I

The purpose of the course is to give 3rd year students an overview of American foreign policy from the early days of the republic to World War I. Special emphasis is laid on the origins of the isolationist tradition and the movement from continentalism (expansionism inside the North American continent) to empire beyond the seas.

Outline of the course:

- 1) The issue of neutrality in the 1790's
- 2) The Louisiana Purchase
- 3) The War of 1812
- 4) The Monroe Doctrine
- 5) The Mexican-American War and the triumph of "Manifest Destiny"
- 6) Crisis in Cuba and the Spanish-American War: Empire beyond the Seas
- 7) Theodore Roosevelt and World Power

University of Manouba

Faculty of Letters, Arts, and Humanities

English Department

Academic Year 2008-2009

Subject: Introduction to Teamwork

Third Year Appliquée

Instructor and Course Coordinator: Hédi Zaouchi

Scope and Objectives

This course is designed to provide Third Year Applied LMD students with a basic understanding of the concept of teamwork. Being a major value of Enterprise Culture, team working is the concept of people working together cooperatively as a team in order to accomplish common goals. Based on entrepreneurial and innovative spirit, high qualification, competitiveness, and collective decision-making within a team, teamwork is a desired goal of many businesses and organizations today, the rationale being to develop among team members the notion of team player as being the most important factor in getting ahead in the workplace. Today embodying this concept is ranked higher than several factors, including merit and performance, leadership skills, intelligence, making money for the business organization and long hours.

Methodology and Bibliography

The course will be given in a seminar-format to help students 1) develop some ability to discuss the concepts, values and issues related to the subject; 2) acquire command of reference vocabulary in current use; and 3) build their own opinions about the notion of team working including the prospect of developing a critical framework on the subject. To test the students' understanding and feedback abilities, the progressive tests will be given in an essay-format.

Appropriate reading material and the manual I have designed have been made available at the student copy center.

Further Readings are available on-line under the heading "Teamwork."

Course Outline

Introduction

1. Teamwork

- **Team**
- **Types of Teams**
- **Teamwork**
- **Teamwork Skills**
- **Team Roles**
- **Team Building**
- **Team Development**

2. Goals

- **Types of Goals**
- **Goal Management in Organizations**

3. Cooperative

- **Building cooperatives**
- **Business and Employment Cooperative**

4. Collaboration

5. Forming-Storming-Norming-Performing

6. Critique of Team working

- **The Five Dysfunctions of a Team**

7. Organization Development

8. Peer Pressure

9. Partnership

10. Human Relations Movement

11. Training

12. Vocational Education

13. Apprenticeship

14. Trade (Profession)

15. Occupation

16. Career

17. Professional Development

18. Training and Development

19. Capability

20. Performance

21. Workshop

Faculty of Letters, Arts and Humanities
English Department

Business and Commercial English Course Description Semester One

This course is designed for third year *licence appliquée* students. The course consists of two weekly hours of tuition devoted to analysing business and commercial English texts.

The objective of this course is to get the students acquainted with authentic business content. Actually the majority of the texts are articles from major business magazines and newspapers such as *the Financial Times* and *The Economist*.

By the end of the course students will have acquired enough material and background to be able to manage real world situations.

Course Outline

Week 1: Globalisation

Week 2: Advertising

Week 3: Employment

Week 4: Trade

Week5: Innovation

Week6: Organisation

Week7: Money

Week 8: Ethics

Week9: Change

Week10: Strategy

Reference Books

- 1 *Market Leader* (Intermediate Business English)
- 2 *Insights into English* (Workbook)

Secretarial English course description Semester One

This course is designed for third year *licence appliquée* students. The course consists of two weekly hours of tuition.

The focus of the Secretarial English Course is on the use and development of English language skills in a secretarial context.

By the end of the course students will have acquired enough material and background to be able

to manage real world business situations.

Course Outline

- ▶ **Week1:** Introduction
- ▶ **Weeks 2 & 3:** Telephone language and skills –Managing telephone calls
 - Making contact
 - Arrangements on telephone
- ▶ **Weeks 4 & 5:**-Presentations
 - Presentation techniques
- ▶ **Week 6:** Socialising with colleagues and clients – Introductions
 - Socializing and leave-taking
 - Greetings and small talk
- ▶ **Week 7:** General financial and business vocabulary- Dealing with numbers
 - Dealing with figures
- ▶ **Week 8:** Problem-solving
- ▶ **Weeks 9 & 10:** - Meetings
 - Meetings: Interrupting and clarifying