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| **جامعة دمشق**  **كلية الآداب والعلوم الإنسانية**  **قسم اللغة الإنكليزية**  **أوتوستراد المزة – دمشق**  **هاتف: 963-11-2119819**  **فاكس:963-11-2119015** | شعار جامعة دمشق | **UNIVERSITY OF DAMASCUS**  **Faculty of Arts and Human Sciences**  **Department of English**  **Mazzeh Autostrad- Damascus**  **Tel : 963-11-211 9819**  **Fax: 963-11-211 9815** |

**To Whom It May Concern**

**Enclosed is the course description of the Department of English Language and Literature, Damascus University, in which,** **daughter of has studied.**

**Dean, Chairperson,**

**Faculty of Arts & Human Sciences Department of English**

**Damascus University**

**Prof. Adnan Ahmad Musalam Dr. Amani Fakhra (PhD)**

**University of Damascus**

**Faculty of Arts & Human Sciences**

**Department of English**

**Course Description: Translation**

**First, Second, third and Fourth Year**

The Course of Translation includes:

1. Arabic-English: Translation.
2. English-Arabic: Translation.

In each of the translation courses mentioned above and taught in the Four years of study at the Department of English, texts from different disciplines and sources are given in class. Study of the difficulties of transferring sentences and texts from one language into another is maintained in each session. This includes contrastive, grammatical and semantic explanations for the sake of translation. No particular textbook is normally adopted by the University for this purpose. Only handouts are given to students, in addition to the tutor's explanations and model translations.

**The English Language Description**

**Level: First Year (first and second semester)**

This course of the English Language for Arab Learners focuses on the structure of English. However; the course starts with discussing the questions pertaining to the natures of both languages and grammar. It discusses both traditional and modern grammar.

The First-Term course concentrates in particular on the sentence patterns, the types of the English sentence, the sentence forms modifications and transformations, in addition to the kinds of clauses and phrases embedded in larger units of the language.

The Second-Term course focuses on the main parts of speech (word classes), the various verb tenses, aspects and uses. It further reiterates some points such as adverbs and adjectives in relation to their position and uses in sentences. Finally, cohesive devices are briefly discussed in terms of sentence linkage in larger texts.

**Course Description: Language & Linguistics**

The subjects of Language and Linguistics in the Department of English, The Faculty of Arts & Human Sciences, the University. Of Damascus, are taught in the two semesters of study in each academic year. In other words, there are eight different, but complementary, courses of Language and/or Linguistics in the four-year undergraduate study for a BA in English at Damascus University.

In the First Year, the students are introduced to the grammar of English on the sentence level, with some contrastive analysis related to both English and Arabic. The various components of the English sentence are studied on both the Structural and the Functional levels. Focus is made on exercises pertaining to the structural and functional differences between English and Arabic.

In the Second Year, the course is further developed to enhance the learners’ ability in using more complicated English grammatical structures. Thus, the function of modal and semi-modal auxiliaries is emphasized; verb tenses, aspects and modality are studied in more detail. Once more, some intricate areas of the English grammar are compared and contrasted with those of Arabic. In addition, the subject of Phonology & Phonetics is introduced as a separate topic in the First Term of the Second Year, This course deals mainly with the Phonemes of English, Phonetic Transcription and Word Stress.

In the Third Year, the subject of Phonology is more developed in the First Term through the study of Sentence Stress, Intonation and other features of the English phonological system and its relationship with meaning. In the Second Term, all the word classes are revisited and more advanced grammatical aspects are emphasized, such as Ellipsis, Adjuncts, Conjuncts and Disjuncts, in addition to an introduction about the relationship between different grammatical features and meaning.

**Course description: Composition**

**Level: First, Second, and Third Year**

The course of writing taught in the first year at the Department of English, Damascus University, teaches the various skills of writing. It starts with the sentence structure and linking it with other sentences in larger texts.

Thus, the course focuses on Paragraph writing, its structure and organization. The thesis statement and the controlling idea in the paragraph are particularly dealt with in the first year.

In the second and third year, the different types of paragraph in addition to essay writing are tackled. Moreover, the rules and skills of punctuation are practiced in detail. The various cohesive devices along with their different functions and uses are taught and practiced in class. At the end of the third year, the - learners are supposed to answer questions related to paragraph and essay writing in addition to whatever may develop the skills required for this objective.

**Course description: Introduction to Drama**

**Level: First Year (second semester)**

Draft outline syllabus:

An Introduction to Drama

* George Bernard Shaw, You Never Can Tell
* Samuel Beckett, End Game

Form of Teaching: Lectures in large groups using textbooks (Occasionally, discussion in small groups)

- Form and timing of assessment:

A computerized exam at the end of semester 2. Based on textbooks and lectures.

Reading: extended background reading is required for discussion Purposes (but is not obligatory)

Amis/Objectives of course:

Introducing students to dramatic construction, conventions and types.

Enabling students to produce an analysis of a play based upon their understanding of dramatic constituents

Acquiring vocabulary, expressions, definitions and clichés relevant to dramatic analysis.

Enabling students to recognize and evaluate a variety of dramatic structures and formats, and to develop an awareness of the stylistic and theatrical range within modem drama.

**Course Description: Introduction to Poetry**

**Level: First Year (First semester)**

The student will be introduced to anthology of English verse and a variety of English poems, and to some of the technical features of poetic writing. An entire poetic tradition, from epitaphs to ballads, folk poetry to nonsense verse, is revealed in a fresh light. This module aims to improve the student's confidence and ability in reading poems closely and develop critical analyses from their readings, plus enhancing their pleasure in reading poetry.

**Course Description: Short Story**

**Level: First Year (second semester)**

This module enables students of the English department in the second term of the first year to develop skills to recognize techniques and elements of narration through reading selective short stories thoroughly and then analyzing them critically, which contributes in learning new vocabularies and various subjects of English language.

Reading short stories also introduces students to different cultures through reading their literature.

Short stories:

▪ D.H Lawrence, The Horse Dealer’s Daughter

▪ Anton Chekhov, Big Volodya and Little Volodya

▪ Eugene Ionesco, Rhinoceros

▪Katherine Mansfield, The Fly

▪Flannery O’Conner, The Artificial Nigger

▪Ernest Hemingway, The Battler

▪Stephen Crane, The Bride Comes to Yellow Sky

▪James Joyce, Two Gallants

▪Dylan Thomas, A Story

**Introduction to Prose Fiction**

**Level: First Year (First semester)**

This module concentrates on writing prose fiction and introduces students to several novels, so they would start a practical study on them.

Students are expected to:

- Identify and analyze some of the distinctive concerns, formal characteristics, and narrative strategies of the selected texts.

- Discuss and appraise a range of critical perspectives on the fiction. - Engage critically with the ideas presented in lectures and seminars.

- Anna of the Five Towns, A. Bennet.

- Lord of the Flies, William Golding.

- The making of Fiction, Y. Daghistani

**Module: Shakespeare**

**Level: Second Year (second semester)**

This module introduces students to Shakespeare.

It aims to provide them with knowledge and understanding of a range of Shakespeare's plays. It is designed to promote an analytical appreciation of representative modes and genres in Shakespearean drama, and to develop student’s awareness of the relationship between the texts and wider socio-cultural contexts of the period.

Students should analyze the distinctive characteristics of the following texts, recognize and discuss aspects of Shakespeare's dramatic development.

* Hamlet.
* Twelfth Night.

**Module: Medieval and Renaissance Drama**

**Level: Second Year (First semester)**

(Note: Syrian students in the English department, Damascus University study English literature in English, they read texts in English, lectures are all in English and they submit their exams in English. They do not use their mother tongue at all during their four years of study at the department except in the translation module.)

This module aims to introduce students to the colorful world of English medieval and Renaissance drama, spanning two centuries or more. Students are introduced to an extensive historical overview of medieval and Renaissance drama from the very beginning of English drama (Liturgical or church drama) up to Marlowe and Shakespeare. Then they study a representative range of medieval and Renaissance texts: Cycle drama (Mystery and Miracle plays), Moralities, Interludes and Renaissance tragedies and comedies.

The module is structured to provide students with the opportunity for a close study of selected exemplary texts such as:

Excerpts from cycle drama : A Woman Taken into Adultery, Noah's Flood, The Crucifixion, ... etc. ; full text of the morality play Everyman, and full text of Dr. Faustus by Marlowe. A good amount of time is spend for reading and understanding the texts of Everyman and Dr. Faustus, as these present some difficulty for students at the beginning as they come across middle English and Renaissance English. But the majority of the time is spent on historical and critical issues. Students explore the linguistic and cultural backgrounds of such works. The order, in which texts are studied is broadly chronological, though students will be also exploring the different treatment of important themes across the centuries.

**Texts**: Everyman and Medieval Miracle Plays. A. C. Cawley, with a new preface and bibliography by Anne Rooney (London, Dent. 1993).

Christopher Marlowe's Dr. Faustus, York edition. Teaching: 23 X 2 hours. Seminar: none.

Evaluation: 2 hour-multiple-choice final exam (100%).

**Medieval and Renaissance Poetry**

**Level: Second Year (First semester)**

This module examines poetic responses to many experiences in the period from the late fourteenth to the late seventeenth centuries.

The main aims of this module are:

To develop an awareness of the forms of verse in English in the Medieval and Renaissance periods;

To develop students' linguistic skills in reading and analyzing verse in Middle English and Early Modern English.

**Eighteenth-Century Prose**

**Level: Second Year (second semester)**

This module provides students with the opportunity to read literary and non­literary material from the period 1700-1790. This was a period of turbulent changes and some shifts in attitude towards gender relations, marriage, society, and the novel as a new form. The module reflects these changes by exposing students, alongside fiction, to other kinds of writing like conduct manuals, periodical essays, and letter writing. These are included in a handout distributed to students.

The first third of the module gives the students an overview of the age, the contemporary economic and social changes, and gender relations. Students are then invited to read selected articles and excerpts, comment on them in class and unpack the concepts and ideas implied or represented. The second term is devoted to examining the parallel themes and concepts as presented by the novel. Novels studied - range -between early to mid- and late ­eighteenth-century male and female novels.

**Texts**:

Handout material mainly derived from anthologies, magazine articles, • and • pamphlets, like Mary Astell's Reflections on Marriage (1701), George Gregory's A Father's Legacy to his Daughters (1773), Mary Wollstonecraft's The Wrongs of Woman (1798) in addition to articles from The Critical Review and The Lady's Magazine.

Vivien Jones, Women in the Eighteenth Century: Constructions of femininity (1990).

Daniel Defoe, Moll Flanders (1722).

Henry Fielding, Joseph Andrews (1742)

Note: texts taught per term are selected from the above list, with an average of 2 novels per term.

**History of English Literature**

**Level: third Year (First semester)**

The aim of this module is to expose the learner to an overview of literature of the period 1800 to the present day. The module will seek to understand the correlation between the different literary traditions that have developed during the period. Altogether the two modules with the same main title are intended to found a solid sense of the causative links between different periods of literary history. In this module; the aspects that will be studied might include: the Enlightenment, the Age of Sensibility, Victorian poetry and prose, Modernism, postmodernism. A selection of appropriate texts will be used.

**American Literature (Poetry and Drama)**

**Level: third Year (First semester)**

This module is intended to provide students with a variety of texts, which represent the predominantly New England tradition of fiction, poetry and essay writing.

**Poetry:**

It studies an anthology of American poetry, from the colonial beginnings in the 17th century right through to the 20th century.

From Anne Bradstreet to Ralph Waldo Emerson, and from William Carlos Williams • to Walt Whitman, the verses display a poetical spectrum of moods, rhythms, • objectives and philosophy as diverse as the nation from which it springs.

**Drama:**

This module aims to provide practical study of several plays that represent the rise and expansion of American theatre. In addition, it aims to develop critical awareness of issues surrounding the understanding of twentieth-century American theatre history and performance criticism.

Students are expected to study and discuss the following plays:

- The Glass Menagerie, Tennessee Williams.

- A View from the Bridge, Arthur Miller.

**Course Description: Literary Criticism**

**Level: third Year (second semester)**

The Module introduces students to various ways of studying a wide range of literary genres and forms through a close analysis of specific texts. As a compulsory foundation module. It is particularly designed to encourage students to consider how the pleasures of reading literature can be refined into a properly critical appreciation of texts.

They will learn some of the critical techniques and concepts which will enable them to undertake further study of the subject at degree level.

The modules are also intended to develop students' writing skills, as well as their ability to analyze complex forms of literary language.

**Prose: 19th Century Novel**

**Level: third Year (second semester)**

This module is designed to provide knowledge and understanding of nineteenth-century British fiction, through the study of representative texts. The aims are to enable students to develop a critical understanding of particular contemporary. Cultural and socio-political issues in an era of change; and to obtain a corresponding insight into how these interact with formal developments in the fiction of the period.

- Silas Marner, George Eliot.

- Jude the Obscure, Thomas Hardy

-Wuthering Heights, Emily Bronte

**Restoration, Eighteenth-century, and Romantic Poetry.**

**Level: third Year (First semester)**

The aim of this module is to get students to read and taste the different kinds of poetry in the restoration, eighteenth century, and the romantic era. The module starts with an introduction centering on the significant, Historical, and political factors that impinged on the values, concepts, and beliefs of people as reflected in poetry. The module is divided into three parts. Firstly, the Restoration Poetry is discussed and the influence of poets like Dryden is explored. Then Eighteenth-century poetic diction and the distinct features of poetry at the time are examined, focusing on the different thematic concerns of poets particularly the satire. Finally, the Romantic period is discussed, drawing the students' attention to the different political and social factors which changed the texture of society and ushered into Romanticism.

The choice of the poets and poems to be analyzed in this module is entirely the tutor's. The textbook for this subject is The Norton Anthology of Major Authors. Since this anthology covers a wide range of historical eras and poets, there is ample room for change and exploration of new poems every year.

**Module: Shakespearean and Restoration Drama**

**Level: third Year (second semester)**

(Note: Syrian students in the English department, Damascus University study English literature in English, they read texts in English, and lectures are all in English arid they submit their exams in English. They do not use their mother tongue at all during their four years of study at the department except in the translation module.)

This module offers students the chance to read a number of Shakespeare's plays, and to explore a variety of critical approaches to them. Two to three Shakespearean plays are studied, focused on tragedies, in terms of their stagecraft, style, and their thematic content. Plays are intensively studied from a variety of different, perspectives, and from a historical, political, and social context, and as the objects if very different kinds of critical appropriation. In the seminar to this course, students study one restoration play as a model of Restoration comedy, All for Love, as a model of Restoration Tragedy. Students focus on the historical context that brought changes on dramatic styles, and compare it with the Renaissance period and with Shakespeare's dramatic style.

**Texts**:

▪ Antony and Cleopatra by Shakespeare

▪All For Love by Dryden

▪ She Stoops to Conquer by Oliver Goldsmith.

Teaching: This module is taught lectures and Seminars:

Lectures (23×2 Hours) Seminars: 102× Hours

Evaluation: 2 Hour – Multiple – Choice Final Exam, 80%

A 2000 – Word essay or two 1000- Word essays on restoration drama

**Course Description: Composition**

**Level: third Year (First semester)**

**Title: Writing Academic English**

The book deals with the development of writing the paragraph and the essay. It starts with definitions of terms Such as theme, tone, topic sentence and controlling idea. There is a detailed analysis of coherence and a special emphasis on connectives. At the end of the book, there is a detailed analysis of certain grammatical notions such as the sentence, the clause and the phrase.

**Course description: Comparative Literature I**

**Level: Fourth Year**

This course is meant to widen students' knowledge of various cultures and social mores that always play a vital, role in shaping the identities of individuals. In addition to knowing about literary traditions; students arrive at how writers consider the religious and social institutions, formulate their opinions and shape their attitudes and how they view the relationship between the individual and society. This course is meant to develop students' skill of comparing and contrasting. It offers comparative studies involving two or more literatures with the purpose of contrasting the culture and history expressed through them.

**Comparative Literature II**

**Level: Fourth Year**

This course provides students a chance to apply what they have learnt in comparative literature .The teacher can select any two or more books of literature to analyze them and concentrate on points of comparison and contrast. English and Arabic literatures can be a fruitful choice especially the two English and Arabic cultures are diametrically opposed to one another.

▪ Antony and Cleopatra, William Shakespeare

▪ Caesar and Cleopatra, George Bernard Shaw

▪ The Death of Cleopatra, Ahmed Shawki

**Course Description: Literary Criticism**

**Level: Fourth Year: (First semester)**

This module aims to complement the work started in the third year in the subject of Literary Criticism. The students are introduced to some schools of criticism and their pioneers. Built on what they had covered in the third year, this subject aims to expose the students to more up-to-date critical debate. Some of the schools examined are Structuralism, Feminism, Post colonialism, New Historicism...etc. The textbook for this subject is Critical Theory and Practice. It is for the tutor to decide whether to resort to some extra literary material for training the students on the way to analyze literary texts using the approaches discussed.

**Course Description: Modern Poetry**

**Level: Fourth Year (First semester)**

This module aims to provide fourth year students with the most important ideas and texts in the modern British poetry. It also introduces a quick historical literary glance at the episode between 1890 and 1930.

During this episode, poetry reflects a world in a state of transformation. A lot of artists and poets made a revolution in the literary and poetry style and its relationship to society, culture, and reality during this period of time.

This module is of a great importance since it discusses the ways modern poetry reflects social and cultural changes. Students discover the nature of ideological challenges and its importance through reading modern poetry.

Students are expected to acquire analyzing skills through describing and explaining modern poetry.

**Course Description: Modern Prose**

**Level: Fourth Year (First semester)**

Students are introduced to English novel in the twentieth century by choosing two or three novels after having studied the novel in the nineteenth century during the third year. Students are given an idea about the historical, political, cultural, and economical environment in which these novels have been written.

Students study the basic elements of the novel: the environment, plot, characterization, structure, and the basic themes. Students also learn how to analyze novels and how to understand what makes it a unique piece of literature.

▪ Sons and Lovers, D.H Lawrence.

▪ The French Lieutenant’s Woman, John Fowles

**Drama (Modern Age)**

**Level: Fourth Year (second semester)**

This module aims to equip students with a critical and historical understanding of some major developments in modern drama, and to promote awareness of relationships between the selected texts and their contexts of production.

Students are expected to recognize and analyze the distinctive features of the texts selected for study.

They should demonstrate an understanding of key themes and seminal movements in modern drama, and discuss aspects of the relationship between text, performance and society.

▪Waiting for Godot, Samuel Beckett.

▪Top Girls, Caryl Churchill.

▪The Bundle, Edward Bond.

**American Literature**

**Level: Fourth Year (second semester)**

This is a wide-ranging double-module chronological survey designed to introduce the student to some prominent texts in American literature and to some of its recurring tensions. The module concentrates on the development of narrative forms rather than on poetry or drama.

The course introduces students to the: work of some of the major canonical writers of the nineteenth century, notably, Nathaniel Hawthorne, Herman Melville, H.D. Thoreau, and Elisson. These writers have often been said to work in the genre/tradition of the 'romance', and the course seeks both to define that term and to analyze what ideas or literary strategies these writers held in common.

▪The Scarlet Letter, Nathaniel Hawthorne.

▪Walden, H.D. Thoreau.

**Course Description: World Literature**

**Level: Fourth Year (second semester)**

This module aims to provide fourth year students with the most important ideas and texts in the Global Literature. It also introduces a quick literary glance at the history of Global Literature. During this term, some selected texts from the Global Literature are studied to learn about the culture, traditions, and habits of other people around the world.

This module is considered very important since it discusses the way literature reflects social, cultural, and political changes for people around the world.

By the end of the term, students are expected to have acquired analyzing and criticizing skills.

**Course Description Module: Cultural Studies Year: Fourth**

Cultural Studies is a course designed to introduce students to the general definitions of culture. It is the exploration of culture, both as a concept and practices.

The course will focus on the main pillars of culture: time, space, language, and identity, all under which the content includes topics such as literature, popular and print culture, mass culture, cross culturalism, social and historical texts, colonialism, postmodernism, race, gender, class, film, music, media, architecture, fashion, taste, texts, images, concepts, objects, semiotics, and the digital culture.

Students will be able to perceive the meaning and object of cultural studies, and apprehend the theory and practice of this discipline. This module will familiarise students with some of the key thinkers and methodologies in the field and will prepare them to use some of the tools of critical analysis and to develop an understanding of how different cultural texts and practices convey a variety of meanings and values. Students will thus learn to contextualise the theory and practice of the various perspectives of cultural studies.

* Student are required to take all courses listed above. The pass mark is 50 (fifty) on a 100 grading scale. The student's academic record is rated as follows: "pass" (50-59); "Good" (60-69); "Very Good" (70-79); "Excellent" (80-89); "Honor" (90-100).

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**To whom it may concern**

The Department of English at the University of Damascus offers the following courses and seminars of four years duration leading to the degree of BA in English Language and Literature:

**First Year**

| **Course Title** | **Term** | **Format** | **Hours Per Week**  **Lecture/Seminar** |
| --- | --- | --- | --- |
| Language and Linguistics | 1 | Lecture Course Plus Seminar | 2 4 |
| Composition and comprehension | 1 | Lecture course plus seminar | 2 2 |
| Introduction to Prose | 1 | Lecture course | 4 - |
| Introduction to Poetry | 1 | Lecture course | 4 - |
| Translation | 1 | Practical | 2 - |
| Arabic Language | 1 | Lecture course | 2 - |
| Sociallist National Culture (Given In Arabic) | 1 | Lecture course | 2 - |
| Second European Language | 1 | Lecture course | 4 - |
| (French /German/Russian /Spanish) |  |  |  |
| Language and Linguistics | 2 | Lecture Course Plus Seminar | 2 4 |
| Composition and comprehension | 2 | Lecture course plus seminar | 2 2 |
| Introduction to Drama | 2 | Lecture course | 4 - |
| Short story | 2 | Lecture course | 4 - |
| Translation | 2 | Practical | 2 - |
| Second European Language | 2 | Lecture course | 4 - |
| (French /German/Russian /Spanish)  Introduction to Research Methodology | 2 |  | 2 - |
| **Second Year** | | | |
| Language and Linguistics | 1 | Lecture course plus seminar | 4 2 |
| Composition and comprehension | 1 | Lecture course plus seminar | 2 2 |
| Medieval and Renaissance Drama | 1 |  | 4 - |
| Medieval and Renaissance Poetry | 1 |  | 4 |
| Second European Language  (French /German/Russian /Spanish) | 1 | Lecture course | 4 |
| Shakespeare | 2 | Lecture course | 4 |
| Eighteenth Century Prose | 2 | Lecture course | 4 |
| Specialized Translation | 1 | Lecture Course | 4 |
| Specialized Translation | 2 | Lecture Course | 4 |
| Language and Linguistics | 2 | Lecture Course | 4 |
| Composition and comprehension | 2 | Lecture course plus seminar | 4 |
| Second European Language  (French /German/Russian /Spanish) | 2 | Lecture course | 4 |
| **Third Year** | | | |
| Language and Linguistics | 1 | Lecture Course | 4 |
| Composition | 1 | Lecture Course | 4 |
| Specialized Translation | 1 | Lecture Course | 4 |
| Poetry to the Victorian Age | 1 | Lecture Course | 4 |
| History of English Literature | 1 | Lecture Course | 4 |
| American Literature (Poetry and Drama) | 1 | Lecture Course | 4 |
| Second European Language  (French /German/Russian /Spanish) | 1 | Lecture Course | 4 |
| Language and Linguistics | 2 | Lecture Course | 4 |
| Composition | 2 | Lecture Course | 4 |
| 19th Century Novel Prose | 2 | Lecture Course | 4 |
| Shakespeare and Restoration Drama | 2 | Lecture Course | 4 |
| Literary Criticism | 2 | Lecture Course |  |
| Specialized Translation | 2 | Lecture Course | 4 |
| **Forth Year** | | | |
| Language and Linguistics | 1 | Lecture Course | 4 |
| Comparative Literature | 1 | Lecture Course | 4 |
| Prose (modern Age) | 1 | Lecture Course | 4 |
| Poetry (modern Age) | 1 | Lecture Course | 4  4 |
| Literary Criticism | 1 | Lecture Course | 4  4 |
| American Literature (Poetry) | 1 | Lecture Course | 4 |
| Specialized Translation | 1 | Lecture Course | 4 |
| Language and Linguistics | 2 | Lecture Course | 4 |
| Comparative Literature | 2 | Lecture Course | 4 |
| Drama (Modern Age) | 2 | Lecture course | 4 |
|  |  |  |  |
| American Literature (prose) | 2 | Lecture Course | 4  4 |
| World Literature | 2 | Lecture Course | 4 |
| Specialized Translation | 2 | Lecture Course | 4 |
| Cultural studies | 2 | Lecture Course | 4 |
|  |  |  |  |

* Students are required to take all courses listed above. The pass mark is 50 (fifty) on a 100 grading scale. The student's academic record is rated as follows: "pass" (50-59); "Good" (60-69); "Very Good" (70-79); "Excellent" (80-89); "Honor" (90-100).

**University of Damascus**

**Faculty of Arts and Human Sciences**

**Department of English,**

The following is a list of the prescribed books for the courses offered by the department:

**First Year**

|  |  |  |
| --- | --- | --- |
| **Course Title** | **Prescribed Book** | **Author** |
| Language and Linguistics | A Modern English Grammar | M.Z Samhouri |
|  | Exploring English | Michael Thom |
|  | Practical in the Use of English | J.M Ward |
|  | Say it with Rhythm | Arnold & Tooley |
| Composition and comprehension | Refining Composition Skills |  |
|  | Rhetoric Grammar for ESL | R.Smalley & D.Rooten |
|  | Student (Units!) |  |
|  | Modern English: Reading and Writing 1 |  |
| Introduction to prose fiction | The Making of Fiction | Y.Daghistani |
|  | Anna of the Five Towns | A.Bennet |
|  | Lord of the Flies | William Golding |
| Introduction to poetry | The Penguin Book Of English Verse | John Hayward |
| Translation | Selected Text |  |
|  | (in Arabic & English) |  |
|  | Selected Text |  |
| Arabic Language  National Socialist Culture | Given in Arabic |  |
| Introduction to Drama | All My sons | Arthur Miller |
|  | Arms And The Man | George Bernard Show |
| Short Story | Gooseberries | Anton Chekhov |
|  | A Rose Of Emily | William Faulkner |
|  | The Rocking – Horse Winner Araby | D.H Lawrence |
| Second European Language (French) | Cours De Langue et de Civilisation Francaise | James Joyce  G.Mauger |
| German | Deutch Fur Sie | U.Forser & Heinris |
| Spanish | Selected Text (Spanish) |  |
| Russian | Selected Text (Russian) |  |

**Second Year**

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| --- | --- | --- |
| **Course Title** | **Prescribed Book** | **Author** |
| Language and Linguistics | General Phonetics and | N. Al-Shihabi |
|  | Pronunciation Of English |  |
|  | Say it with Rhythm | Arnold & Tooley |
|  | A Reference Grammar for | R.A. Close |
|  | Students of English |  |
|  | Revision English | Ronald Forrest |
| Composition and comprehension | Focus on composition | Ann Raines |
|  | Modern English: Reading and writing ll |  |
| Medieval and Renaissance Drama | Everyman | G.Evans D.Waston |
|  | Dr.Faustus | Christopher Marlowe |
| Medieval and Renaissance Poetry | The Penguin Book Of English Verse | John Hayward |
| Second European Language (French) | Cours de langue et de | G.Mauger |
|  | Civilization Francaise |  |
| (German) | Deutch Fur Sie | U.Forser 8 Heinris |
| (Spanish) | Selected Text (Spanish) |  |
| (Russian) | Selected Text (Russian) |  |
| Shakespeare | Hamlet | W.shakspeare |
|  | King lear | W.shakspeare |
| Eighteenth Century Prose | Moll Flanders | Daniel Defoe |
|  | Joseph Andrews | Henry Fielding |
| Translation | Selected Text  (In Arabic & English) |  |
| National Socialist Culture | Given in Arabic |  |
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**Third Year**

|  |  |  |
| --- | --- | --- |
| **Course Title** | **Prescribed Book** | **Author** |
| Language and Linguistics | Intonation Of colloquial English | J.D.O'Connor |
|  |  | & G. Arnol |
|  | A University Grammar of English | R.Quik & S.Greenbau |
| Composition | Refining Composition skills |  |
|  | Rhetoric Grammar for ESL | R.Smalley & D.Rooten |
|  | Student (Units ll) |  |
| Restoration, Eighteenth- Century and Romantic Poetry | English Poetry from Dryden To Yeats | Musa Khuri |
| History of English Literature American Literature | English Literature | Antony Burgess |
| (Poetry and Drama) | The Penguin Book Of American | Geoffery Moore |
|  | Verse |  |
|  | Selection Of American Poetry |  |
|  | The Glass Menagerie | Tennessee Williams |
|  | A View from the Bridge | Arthur Miller |
| Second European Language (French) | Cours de langue et de | G.Mauger |
|  | Civilisation Francaise l |  |
| (German) | Deutch Fur Sie | U.Forser & Heinris |
| (Spanish) | Selected Text (Spanish) |  |
| (Russian) | Selected Text (Russian ) |  |
| Arabic Language | Selected Text |  |
| Prose 19th Century Novel | Hard Times | Charles Dickens |
|  | Jude The Obscure | Thomas Hardy |
|  | Wuthering Heights | Emily Bronte |
|  | Literary Criticism | Musa Khuri |
| Literary criticism | Critical Approaches to Literature | David Daiches |
| Shakespeare and Restoration Drama | Antony and Cleopatra | Shakespeare |
|  | All For Love | John Dryden |
|  | The way of the world | William congreve |
| Translation | Selected Texts |  |

**Fourth Year**

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| **Course Title** | **Prescribed Book** | **Author** |
| Language and Linguistics | History of English Language  English Linguistics | A.C Baugh  M.Z Samhouri |
| Comparative Literature | Mrs. Dalloway  Beirut 75 | Virginia Woolf  Ghada Samman |
| Prose (Modern Age) | Heart of Darkness  Howard's End | Joseph Conrad  E.M. Forstero |
| Poetry (Modern Age)  Literary Criticism | From Ulysses To Geronation  Literary Criticism  Critical Approaches to Literature | Leyla Malch  Musa Khuri  David Daiches  Fuad Shaban |
| Drama (Modern Age) | Studies in the Literary Essay  Selected Texts  Waiting for Godot  The Bundle  Top Girls | Samuel Becket  Edward Bond  Caryl Churchill |
| American Literature | The Scarlet Letter  Walden  Moby Dick | Nathaniel Hawthorne  H.D. Thoreau  Herman Melville |
| World Literature | Faust  The Banplays  King Oedipus | Goethe  Sophocles  Sophocles |
| Translation | Selected Texts (Arabic & English) |  |