

- [↑](#) * Blum, John M. (1985). [The National Experience: A History of the United States](#). William S. McFeely, Edmund S. Morgan, Arthur M. Schlesinger, Jr., Kenneth M. Stampp, and C. Vann Woodward (6th ed.). p. 18. ISBN 978-0-15-565664-2.
- [↑](#) Boyer, Paul (1995). [The American Nation](#). Austin, TX: Holt, Rinehart and Winston. pp. 59—61. ISBN 978-0-03-074512-6.
- [↑](#) Davis, Kenneth C. (2002). Don't Know Much About American History. HarperCollins. ISBN

L3 (S5+S6)

Semester: 05

Teaching Unit: Fundamental

Module: Linguistics

Credits: 04

Coefficient: 02

Course Objective

- To develop students theoretical knowledge about the discipline

Subject Contents

Introduction to Sociolinguistics

- 1.1: What is Sociolinguistics?
- 1.2: Brief history of sociolinguistics
- 1.3: Micro sociolinguistics and macro sociolinguistics
- 1.4: Basic concepts in sociolinguistics

Language Use In Society

- 2.1: Speech Communities
- 2.2: Language varieties

2.3: Code Mixing, Code Switching and borrowing

Language Variation In Society

3.1: Pidgins and Pidginisation

3.2: Creoles and Creolization

3.3: Lingua franca

Language Forms In Society

4.1: Language and Class

4.2: Monolingualism and Bilingualism

4.3: Language Contact and Multilingualism

4.4: Diglossia and Polyglottism

Language planning and policy

5.1: Some definitions

5.2: Types of language planning

5.3: The process of language planning

5.4: Decision making and language policy

N.B-Each unit should be based on selected readings, upon which students should write a linguistic essay in general and for each unit in particular.

- Courses should be based on reflections and discussions of the points tackled.

(not dictation-based course, or handouts).

- Use video-based course to support your lectures and motivate your learners.

Assessment

50% - 50% (Written exams and continuous Assessment)

Sources and references

Semester: 06

Teaching Unit: Fundamental

Module: Linguistics

Credits: 04

Coefficient: 02

Course Objective

- To develop students theoretical knowledge about the discipline

Subject Contents

1. Introduction to psycholinguistics (origin, definitions, concepts and issues)
2. The nature of human language as cognitive and communicative system
3. Language, culture and thought
4. Theories of first language acquisition
 - 4.1 The nature vs. nurture debate: behaviorism or an innate capacity for acquisition?
 - 4.2 The Social Theory of Language Acquisition
 - 4.3 The cognitive basis of language.
5. Language comprehension and production.
6. Language loss

***N.B-**Each unit should be based on selected readings, upon which students should write a linguistic essay in general and for each unit in particular.*

- Courses should be based on reflections and discussions of the points tackled.

(not dictation-based course, or handouts).

- Use video-based course to support your lectures and motivate your learners.

Assessment

50% - 50% (Written exams and continuous Assessment)

Sources and references

1-Field, John (2003) *Psycholinguistics*, London and New York: Routledge

2-Harley, Trevor (2001) *The Psychology of Language: From Data to Theory*, Hove and New York: Psychology Press Ltd.

3-Steinberg, Danny, Hiroshi Nagata and David Aline (2001, 2nded.) *Psycholinguistics: Language, Mind and World*, Harlow: Longman.

Semester: 05

Teaching Unit: Fundamental

Module: Literature: Theory and Practice

Credits: 4

Coefficient: 2

Course Objectives

-Improve students' knowledge and practice of the analysis of contemporary literary texts.

Prerequisite

-Knowledge and strategies acquired from S1 to S4

- Mastery of English

Subject Contents

- Modernism:
- The Dead By James Joyce
- Joseph Conrad's Heart of Darkness
- Slave Narratives: Narrative of the Life of Frederick Douglass An American Slave

Assessment

50% - 50% (Written exams and continuous Assessment)

Sources and references

- Cuddon, J. A. *The Penguin Dictionary of Literary Terms and Literary Theory*, London: Penguin, 1999.
- Eagleton, Terry. *Literary Theory: An Introduction*. London: Blackwell, 1996.
- Leitch, Vincent B. Ed. *The Norton Anthology of Theory and Criticism*. New York & London: Norton & Company, 2001.
- Lodge, David. Ed. *Modern Criticism and Theory*. London & New York: Longman, 1988.
- Rivkin, Julie and Ryan, Michael. *Literary Theory: An Anthology*. Oxford and Carlton: Blackwell Publishing, 2004.

Semester: 06

Teaching Unit: Fundamental

Module: Literature: Theory and Practice

Credits: 4

Coefficient: 2

Course Objectives

-Improve students' knowledge and practice of the analysis of contemporary literary texts.

Prerequisite

- Knowledge and strategies acquired from S1 to S4
- Mastery of English

Subject Contents

- 20th century African American literature
- Richard Wright "The Ethics of Living Jim Crow" —
- Integrationists: James Baldwin "Autobiographical Notes"
- 20th century poetry
- W. B. Yeats "The Second Coming"
- T. S. Eliot The Waste Land

Assessment

50% - 50% (Written exams and continuous Assessment)

Sources and references

- Cuddon, J. A. *The Penguin Dictionary of Literary Terms and Literary Theory*, London: Penguin, 1999.
- Eagleton, Terry. *Literary Theory: An Introduction*. London: Blackwell, 1996.
- Leitch, Vincent B. Ed. *The Norton Anthology of Theory and Criticism*. New York & London: Norton & Company, 2001.
- Lodge, David. Ed. *Modern Criticism and Theory*. London & New York: Longman, 1988.
- Rivkin, Julie and Ryan, Michael. *Literary Theory: An Anthology*. Oxford and Carlton: Blackwell Publishing, 2004.

Semester: 05

Teaching Unit: Fundamental

Module: Civilisation, Culture and Interculturality1

Credits: 4

Coefficient: 2

Course Objectives

- Develop students' knowledge of the twentieth century era
- Analyse civilization texts

Prerequisite

- knowledge of former periods acquired from S1 to S4

Subject Contents

The Edwardian Era

Britain during WWI

The Inter-war period

Britain during WWII

post War Era

Tutorial activities: Study of selected texts

Assessment

50% - 50% (Written exams and continuous Assessment)

Sources and references

- Simon Schama, *A History of Britain: At the Edge of the World, 3500 BC — 1603 AD* (2000)
- Peter Salway, *Roman Britain: a very short introduction* (Oxford UP, 2015).
- Copeland, Tim (2014). *Life in a Roman Legionary Fortress*. Amberley Publishing Limited. p. 14.
- Gerald Harriss, *Shaping the Nation: England 1360-1461* (New Oxford History of England) (2005).
- J. Steven Watson, *The Reign of George III, 1760-1815* (Oxford History of England) (1960) online free to borrow.
- Gerard O'Brien, "The Grattan Mystique." *Eighteenth-Century Ireland/Iris an dá chultúr*(1986): 177-194 online.
- Roger Knight, *Britain Against Napoleon: The Organization of Victory, 1793-1815* (2014)
- Roy Adkins, *Nelson's Trafalgar: The Battle That Changed the World* (2006)
- David A. Bell, *The First Total War: Napoleon's Europe and the Birth of Warfare as We Know It* (2007)
- J. M. Thompson, *Napoleon Bonaparte: His rise and fall* (1951) pp 235-40
- R.E. Foster, *Wellington and Waterloo: The Duke, the Battle and Posterity 1815-2015*(2014)
- Jeremy Black, *The War of 1812 in the Age of Napoleon* (2009)
- E.L. Woodward, *The Age Of Reform 1815-1870* (1938) online free
- Boyd Hilton, *A Mad, Bad, and Dangerous People?: England 1783-1846* (New Oxford History of England, 2008).
- Kenneth Baker, "George IV: a Sketch," *History Today* 2005 55(10): 30—36.
- Brock, Michael "William IV (1765—1837)", *Oxford Dictionary of National Biography*, (2004) doi:10.1093/ref:odnb/29451
- Jeremy Black, *A military history of Britain: from 1775 to the present* (2008), pp. 74—77

- William W. Kaufmann, British policy and the independence of Latin America, 1804–1828(1967)
- Will Kaufman and Heidi Slettedahl Macpherson (eds). Britain and the Americas: culture, politics, and history (2004), pp. 465–68

Semester: 06

Teaching Unit: Fundamental

Module: Civilisation, Culture and InterculturalityI

Credits: 4

Coefficient: 2

Course Objectives

- Develop students' knowledge of the twentieth century era
- Analyse civilization texts

Prerequisite

- knowledge of former periods acquired from S1 to S4

Subject Contents

The Progressive Era

.The U.S during WWI

.The Inter-war period

.1920s (the roaring 20s)

. 1930s (the Great Depression)

.The U.S during WWII

. Post War Era

.1960s

. The Civil Rights Movement

Tutorial activities: Study of selected texts

Assessment

50% - 50% (Written exams and continuous Assessment)

Sources and references

- Hämäläinen, Pekka (December 2003). "[The Rise and Fall of Plains Indians Horse Cultures](#)". The Journal of American History. American Historical Association, Organization of American Historians, University of Illinois Press, National Academy Press. Retrieved April 27, 2011.
- [↑](#) Johnston, Robert D. (2002). [The Making of America: The History of the United States from 1492 to the Present](#). National Geographic. p. 13. ISBN 978-0-7922-6944-1.
- [↑](#) Jones, Gwyn (1986). [The Norse Atlantic Saga: Being the Norse Voyages of Discovery and Settlement to Iceland, Greenland, and North America](#). Oxford University Press. ISBN 978-0-19-285160-4.
- [↑](#) * Blum, John M. (1985). [The National Experience: A History of the United States](#). William S. McFeely, Edmund S. Morgan, Arthur M. Schlesinger, Jr., Kenneth M. Stampp, and C. Vann Woodward (6th ed.). p. 18. ISBN 978-0-15-565664-2.
- [↑](#) Boyer, Paul (1995). [The American Nation](#). Austin, TX: Holt, Rinehart and Winston. pp. 59—61. ISBN 978-0-03-074512-6.
- [↑](#) Davis, Kenneth C. (2002). Don't Know Much About American History. HarperCollins. ISBN 978-0-06-084056-3.

Semester: 05

Teaching Unit: Fundamental

Module: Didactics

Credits: 04

Coefficient: 02

Course Objectives

- To develop the students' knowledge and skills to teach English as a foreign language at the middle and the secondary school.

- To demonstrate an understanding of teaching as a system of interrelated elements (objectives, content, method, media, assessment...).
- To demonstrate appropriate skills for teaching the four skills, grammar and vocabulary.

Prerequisite

- Basic knowledge of language and language learning theories.
- A good mastery of spoken and written English.

Subject Contents

An Introduction to Didactics: the learner and teacher

A Systematic Approach to Teaching

Approaches, Methods and Techniques

Curriculum and Syllabus

Aims/ Goal and Objectives

Content Organisation and Selection

Material and Media

Assessment

50% - 50% (Written exams and continuous Assessment)

Sources and references

Harmer, J. (2007). *The Practice of English Language Teaching* (4th edition). England: Longman

Brown, H. D. (2007). *Principles of Language Teaching and Learning* (5th edition). New York: Pearson education

Richards, J. & Rodgers, T. (2001). *Approaches and Methods in Language Teaching* (2nd edition). Cambridge: Cambridge University press

Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and principles in language teaching* (3rd ed.). Oxford University Press.

Renshaw, Jason (2007), *Boost! Speaking*, Longman, Hong Kong

Richards, J. C., & Rodgers, T. S. (2014). Approaches and methods in language teaching (3rd ed.). Cambridge University Press.

Thornbury, Scott, (1999). How to teach grammar. Harlow: Longman

Semester: 06

Teaching Unit: Fundamental

Module: Didactics

Credits: 04

Coefficient: 02

Course Objectives

- To develop the students' knowledge and skills to teach English as a foreign language at the middle and the secondary school.
- To demonstrate an understanding of teaching as a system of interrelated elements (objectives, content, method, media, assessment...).
- To demonstrate appropriate skills for teaching the four skills, grammar and vocabulary.

Prerequisite

- Basic knowledge of language and language learning theories.
- A good mastery of spoken and written English.

Subject Contents

Lesson plan

Teaching/	learning	the	receptive	skills	(Listening	and	Reading)
Teaching/	learning	the	productive	skills	(Speaking	and	Writing)
Teaching		grammar			and		vocabulary

Assessment and evaluation

pre/ initial —in-service training

Assessment

50% - 50% (Written exams and continuous Assessment)

Sources and references

Harmer, J. (2007). *The Practice of English Language Teaching* (4th edition). England: Longman

Brown, H. D. (2007). *Principles of Language Teaching and Learning* (5th edition). New York: Pearson education

Richards, J. & Rodgers, T. (2001). *Approaches and Methods in Language Teaching* (2nd edition). Cambridge: Cambridge University press

Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and principles in language teaching* (3rd ed.). Oxford University Press.

Renshaw, Jason (2007), *Boost! Speaking*. Longman, Hong Kong

Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.

Thornbury, Scott, (1999). *How to teach grammar*. Harlow: Longman

Semester: 05

Teaching Unit: Fundamental

Module: English for specific purposes

Credits: 02

Coefficient: 01

Course Objectives

- Introducing the students to the main concepts of teaching English for specific purposes.
- To demonstrate the main differences between general English and ESP
- Conducting a Needs Identification and Analysis process

Prerequisite

- Basic knowledge of language, linguistics and didactics.

Subject Contents

The origins of ESP

Development of ESP

Difference between ESP and EGP

Types of ESP

ESP definitions

Needs analysis in ESP

Types of needs

Needs analysis procedure

Assessment

50% - 50% (Written exams and continuous Assessment)

Sources and references

- Basturkmen, H. (2006). *Ideas and Options in English for Specific Purposes*. London and New jersey: ESL and Applied Linguistic Professional Series: Eli Hinkel, Edition.
- Dudley-Evans, T. and St Johns, M. J. (1998) *Developments in ESP a Multi-Disciplinary Approach* Cambridge: Cambridge University Press.
- Hutchinson, T. and Waters, A. (1987) *English for Specific Purposes* Cambridge: CUP
- Richards, J. C. (2001) *Approaches and Methods in Language Teaching* 2nd Edition Cambridge: Cambridge University Press.

Semester: 06

Teaching Unit: Fundamental

Module: English for specific purposes

Credits: 02

Coefficient: 01

Course Objectives

- Introducing the students to the main concepts of teaching English for specific purposes.
- To demonstrate the main differences between general English and ESP
- Conducting a Needs Identification and Analysis process

Prerequisite

- Basic knowledge of language, linguistics and didactics.

Subject Contents

Approaches to course design in ESP

Syllabus design

Material production

NB. Practice takes on presenting projects related to NIA in several Academic and professional contexts, course design according defined needs.

Assessment

50% - 50% (Written exams and continuous Assessment)

Sources and references

- Basturkmen, H. (2006). Ideas and Options in English for Specific Purposes. London and New jersey: ESL and Applied Linguistic Professional Series: Eli Hinkel, Edition.
- Dudley-Evans, T. and St Johns, M. J. (1998) *Developments in ESP a Multi-Disciplinary Approach* Cambridge: Cambridge University Press.

- Hutchinson, T. and Waters, A. (1987) *English for Specific Purposes* Cambridge: CUP
- Richards, J.C (2001) *Approaches and Methods in Language Teaching* 2nd Edition Cambridge: Cambridge University Press.

Semester: 05

Teaching Unit: Methodology

Module: University Research Methodology

Credits: 4

Coefficient: 2

Course Objectives

- Initiation to the different methods and techniques of university work with a view to empowering students.
- Provide the student with the methodological tools necessary to conduct research.
- Develop students' critical thinking.
- Working in a team as well as individually

Prerequisite

- To learn all the skills necessary for a research, writing a paper, searching bibliographical sources and note taking skills.
- Get the student to reinvest the methodological learnt skills in “TTU” for the two previous years in other subjects of research.
- Predisposition to work in collaboration with teammates.

Subject Contents

Define the research project and its content.

- Research objectives
- The stages of university and scientific research
- Selecting a topic
(Section criteria)
- Identifying a problem
 - Asking researchable questions
 - Formulating testable hypotheses

- Selecting target participants
- Documentary research and state of the art

Assessment

50% - 50% (Written exams and continuous Assessment)

Sources and references

- 1- <http://www.experiment-resources.com/research-methodology.html>
- 2- Jim D. Lester and James D.Lester, *Writing Research Papers (Perfect) (13th Edition)* (2001)
- 3- James D. Lester and Jim D. Lester, *Writing Research Papers*, (2005)
- 4- Phyllis Goldenberg, [*Writing A Research Paper: A Step-by-Step Approach \(Sadlier-Oxford Student Guides\)*](#) (2000)
- 5- *-Yogesh Kumar Singh 2006.- Fundamental of Research Methodology and Statistics, New Age International Publishers, New Delhi.*
- 6- *-Sherri L. Jackson 2010.Research Methodology: A modular Approach, Jacksonville University.USA*

Semester: 06

Teaching Unit: Methodology

Module: University Research Methodology

Credits: 4

Coefficient: 2

Course Objectives

- Initiation to the different methods and techniques of university work with a view to empowering students.
- Provide the student with the methodological tools necessary to conduct research.
- Develop students' critical thinking
- Working in a team as well as individually

Prerequisite

- To learn all the skills necessary for a research, writing a paper, searching bibliographical sources and note taking skills.
- Get the student to reinvest the methodological learnt skills in “TTU” for the two previous years in other subjects of research.
- Predisposition to work in collaboration with teammates.

Subject Contents

- Data collection procedures.
- Selecting appropriate tools for meaningful data.
 - -questionnaire-
 - -Observation-
 - Interview-
 - Written, oral and digital corpora
- Data analysis
 - Types of analysis (content, qualitative, quantitative ...)
 - Drawing conclusion

Assessment

50% - 50% (Written exams and continuous Assessment)

Sources and references

1. <http://www.experiment-resources.com/research-methodology.html>
2. Jim D. Lester and James D.Lester, Writing Research Papers (Perfect) (13th Edition) (2001)
3. James D. Lester and Jim D. Lester, Writing Research Papers, (2005)
4. Phyllis Goldenberg, Writing A Research Paper: A Step-by-Step Approach (Sadlier-Oxford Student Guides) (2000)
5. -Yogesh Kumar Singh 2006.- Fundamental of Research Methodology and Statistics, New Age International Publishers, New Delhi.
6. -Sherri L. Jackson 2010.Research Methodology: A modular Approach, Jacksonville University.USA

Semester: 05

Teaching Unit: Methodology

Module: Reading and Writing Workshop

Credits: 04

Coefficient: 02

Course Objectives

Able to read and analyse different supports in relations with linguistic, cultural and literary

Prerequisite

Students should be able to develop different types of essays.

Subject Contents

- -Develop creative writing
- - Portfolios- E-Portfolios
- - Department paper (executed in pairs and groups)
- - Picture and caricatures talks
- - Letter writing- Emails- CVs Reports (meetings, visits, books and films)

Assessment

100% continuous Assessment

Sources and references

According to students need different sources can be used by to develop creative writing

Semester: 06

Teaching Unit: Methodology

Module: Reading and Writing Workshop

Credits: 04

Coefficient: 02

Course Objectives

Able to read and analyse different supports in relations with linguistic, cultural and literary

Prerequisite

Students should be able to develop different types of essays.

Subject Contents

-
- — Information/news about University, Faculty and department (reporting, describing and narrating about daily life at the university like reporting about: study day, conference and students' party etc..
- -Analyzing TV reports, songs or movies

Assessment

100% continuous Assessment

Sources and references

According to students need different sources can be used by to develop creative writing

Semester: 05

Teaching Unit: Methodology

Module: Oral communication practices

Credits: 01

Coefficient: 01

Course Objectives

By completing this course, students will be able to:

- Develop the critical thinking about oral communication, both in interpersonal and group settings.
- Appreciate intercultural forms of communication and presentations
- Assess speaking situations and audiences
- Gain experience in delivering basic and professional presentations.

Prerequisite

Students should have a good mastery of the four language skills

Subject Contents

- Public speaking
- Argumentation (reasoning, analysis, evidence and refutation)
- Oral documentary
- Online presentations
- Oral communication for technical fields
- Oral communication for medical fields

Assessment

100% continuous Assessment

Sources and references

- Briggs. C.I and Dummett. P.C. (1996). Skills Plus- Listening and Speaking- Advanced. Macmillan Heinemann.
- Jaffe. C.I. (2016). Public Speaking Concepts and Skills for a Divers Society. Cengage Learning: USA.
- Devito.J.A. (2009). The Essential Elements of Public Speaking- 3rd Edition. Pearson.

Semester: 06

Teaching Unit: Methodology

Module: Oral communication practices

Credits: 01

Coefficient: 01

Course Objectives

By completing this course, students will be able to:

- Develop the critical thinking about oral communication, both in interpersonal and group settings.
- Appreciate intercultural forms of communication and presentations
- Assess speaking situations and audiences
- Gain experience in delivering basic and professional presentations.

Prerequisite

Students should have a good mastery of the four language skills

Subject Contents

- Oral communication for legal fields
- Oral communication for tourism and hospitality industry
- Trip report
- Carrying out a survey on news reading habits
- Producing a radio or TV news programme

Assessment

100% continuous Assessment

Sources and references

- Briggs. C.I and Dummett. P.C. (1996). Skills Plus- Listening and Speaking- Advanced. Macmillan Heinemann.
- Jaffe. C.I. (2016). Public Speaking Concepts and Skills for a Divers Society. Cengage Learning: USA.
- Devito.J.A. (2009). The Essential Elements of Public Speaking- 3rd Edition. Pearson.

Semester: 05

Teaching Unit: Discovery

Module: Translation / National Language2

Credits: 02

Coefficient: 02

Course Objectives

Permettre à l'étudiant de comprendre le processus traductif et connaître les techniques utilisées lors du transfert **du sens** de la langue nationale vers la langue d'étude et vice versa afin d'effectuer des traductions respectant le sens et le génie **de la langue, ainsi que de produire des traductions correctes et compréhensibles. Ce passage sera effectué au niveau de la phrase puis sur le niveau textuel.**

Connaissances préalables recommandées

- Connaissance des systèmes linguistiques de la langue nationale et la langue d'étude.
- maîtrise de langue(s) nationale(s) et langue d'étude.

Contenu de la matière :

- Le concept de la **traduction**
- Aperçu sur les théories de la traduction
- Le traducteur et ses compétences
- Techniques directes et indirectes de la traduction
- La notion de l'équivalence
- Les étapes de l'opération traduisante
- Typologie textuelle en relation avec la traduction (Théorie fonctionnelle).
- Traduire des phrases simples et complexes (langue(s) nationale (s) et langue d'étude.
- Traduire des expressions idiomatiques (langue(s) nationale (s) et langue d'étude.
- Traduire des proverbes (langue(s) nationale (s) et langue d'étude.

Mode d'évaluation : 50%50%Contrôle continu+ examen

Références bibliographiques(Livres et polycopiés, sites internet, etc) :

Baker, Mona, *In other words : a coursebook on translation*, Routledge , London, 1992

Basil Hatim and Jeremy Munday. *Translation an advanced resource book*. Routledge. London. 2004.

Delisle, Jean, La traduction raisonnée, Manuel d'initiation à la traduction professionnelle de l'anglais vers le français, Presses Universitaire d'Ottawa, 3 éd, 2013.

Jeremy, Munday and Basil Hatim, *Introduction to translation studies*, published by Routledge , London, 2001 ,

House, J. *Translation quality assessment : a model revisited*. Gunter Nav Verlag. Germany. 1997.

Jakobson, R, *On a linguistic aspects of translation*, 114, in *The Translation Studies Reader* Edited by Lawrence Venuti, Routledge , London, 2000

Lederer ,M. correspondances et équivalences : faits de langue et faits de discours en traduction in identité, altérité, équivalences. Lettres modernes minard.Paris.2002.

Semester: 06

Teaching Unit: Discovery

Module: Translation / National Language2

Credits: 02

Coefficient: 02

Course Objectives

Permettre à l'étudiant de comprendre le processus traductif et connaître les techniques utilisées lors du transfert du sens de la langue nationale vers la langue d'étude et vice versa afin d'effectuer des traductions respectant le sens et le génie de la langue, ainsi que de produire des traductions correctes et compréhensibles. Ce passage sera effectué au niveau de la phrase puis sur le niveau textuel.

Connaissances préalables recommandées

- Connaissance des systèmes linguistiques de la langue nationale et la langue d'étude.

-maitrise de langue(s) nationale(s) et langue d'étude.

Contenu de la matière :

- Traduire des textes portant sur la culture (s) et civilisation(s) nationale (s) vers la langue d'étude.
- Traduire des textes littéraires de langue(s) nationale(s) vers la langue d'étude
- Traduire des textes journalistiques en langue(s) nationale(s) et en langue d'étude.
- Traduire des textes économiques (langue(s) nationale(s) et en langue d'étude.
- Traduire des textes journalistiques (langue(s) nationale(s) et en langue d'étude.
- Traduire des textes politiques (langue(s) nationale(s) et en langue d'étude.
- Traduire des textes juridiques (langue(s) nationale(s) et en langue d'étude.
- Traduire des textes scientifiques (langue(s) nationale(s) et en langue d'étude.

Mode d'évaluation : 50%50%Contrôle continu+ examen

Références bibliographiques(*livres et photocopies, sites internet, etc*) :

Basil Hatim and Jeremy Munday. Translation an advanced resource book. Routledge. London. 2004.

Delisle, Jean, La traduction raisonnée, Manuel d'initiation à la traduction professionnelle de l'anglais vers le français, Presses Universitaire d'Ottawa, 3 éd, 2013.

Jeremy, Munday and Basil Hatim, Introduction to translation studies, published by Routledge ,London,2001 ,
House, J. Translation quality assessment : a model revisited. Gunter Nav Verlag. Germany.1997.

Jakobson, R. On a linguistic aspects of translation, 114, in The Translation Studies Reader Edited by Lawrence Venuti, Routledge ,London,2000

Lederer ,M. correspondances et équivalences : faits de langue et faits de discours en traduction in identité, altérité, équivalences. Lettres modernes minard. Paris.2002.

Collection traducto. 2 éditions . De Boeck. Belgique. 2010.

Reiss, Katharina .*La critique des traductions, ses possibilités et ses limites, trad de l'Allemand par C. Bocquet. Artois presses université ; collection Traductologie, France ,2003*

Reiss ,Katharina,.Problématiques de la traduction. Pré, L'admiral Jean René. Trad Bocquet, A,Catherine .Editions 1990 .

Soignet, Michel . Le français juridique. Hachette livre. Paris. 2003

Semestre :5

Unité d'enseignement : Transversale

Matière : Entrepreneuriat

Crédits : 1

Coefficient : 1

Objectifs de l'enseignement

-Inciter l'étudiant à être attentif aux enjeux sociétaux, économiques, politiques et environnement aussi bien au fil de ses études que dans ses pratiques et perspectives professionnelles.

- Connaître les concepts, le vocabulaire et les outils de l'entrepreneuriat et la gestion de projets.

-Mettre en œuvre la démarche la gestion de projets.

- Découvrir l'entreprise dans ses aspects sociaux, technico-économiques et organisationnels
- Développer des compétences professionnelles et relationnelles

Connaissances préalables recommandées

- Avoir des compétences linguistiques, méthodologiques et transversales, liées au développement de méthodes de travail, d'initiation à la recherche et de traitement de l'information, permettant de réaliser progressivement un projet
- Avoir des connaissances générales sur le contexte professionnel.

Contenu de la matière :

- Concepts fondamentaux de l'entreprise
- Description des types de projets, des phases et des outils de planification et de contrôle.
- Faisabilité, planification, réalisation et évaluation a posteriori des projets
- Fonctions d'une entreprise (Financières, Ressources humaine, marketing)
- Acteurs économiques de la constitution et la transformation d'une entreprise
- Critères de la classification d'une entreprise (forme juridique, les origines de capitaux)
- Type d'organisation d'une entreprise
- Environnement (interne/externe) d'une entreprise

Mode d'évaluation : 100% CC

Références bibliographiques

- BOILANDELLE, H.M, *Dictionnaire de gestion : vocabulaire, concepts et outils*, Ed Economica, Paris 1998
- FAYOLLE, A, *Entrepreneuriat : Apprendre à entreprendre*, Edition Dunod, Paris,2004
- FAYOLLE, A, *Introduction à l'entrepreneuriat*, Edition Dunod, Paris, 2005
- BENACHENHOU, A, *Les entrepreneurs algériens*, Alpha Design, Alger, 2007
- BOUYAKOUB, A, *Entrepreneur et PME, approche algéro-française*, Paris, Ed Harmattan, 2004
- CARPON, H, *Entrepreneuriat et création d'entreprise, facteurs déterminent de l'esprit d'entreprise*, Ed, Boeck, Paris, 2009
- CHABAUD, D et al (2010), « Vers de nouvelles formes d'accompagnement ? » In, Revue de l'Entrepreneuriat, N°2 Vol. 9, p1-5.
- Groupe Conseil Continuum, *Guide pratique de la gestion de la diversité culturelle en emploi*, Québec, 2005
- KHELADI, M, *Le développement local*. Ed, OPU, Alger, 2012
- TEMMAR, H. A , *La transition de l'économie émergente : Références théoriques, stratégies et politiques*. Ed, OPU, Alger. 2010
- www.entrepreneuriat.com

Semestre: 6

Unité d'enseignement : Transversale

Matière : Entrepreneuriat

Crédits : 1

Coefficient : 1

Objectifs de l'enseignement

- Inciter l'étudiant à être attentif aux enjeux sociétaux, économiques, politiques et environnement aussi bien au fil de ses études que dans ses pratiques et perspectives professionnelles.
- Connaître les concepts, le vocabulaire et les outils de l'entrepreneuriat et la gestion de projets.
- Mettre en œuvre la démarche la gestion de projets.
- Découvrir l'entreprise dans ses aspects sociaux, technico-économiques et organisationnels
- Développer des compétences professionnelles et relationnelles

Connaissances préalables recommandées

- Avoir des compétences linguistiques, méthodologiques et transversales, liées au développement de méthodes de travail, d'initiation à la recherche et de traitement de l'information, permettant de réaliser progressivement un projet
- Avoir des connaissances générales sur le contexte professionnel.

Contenu de la matière :

Le contenu du semestre 6 est à orienter vers les domaines liés aux langues, à la gestion du patrimoine littéraire, au patrimoine culturel et au développement local spécifique à la région et qui a un impact socio-économique et qui contribuent à de futures possibilités d'emploi ou à l'ouverture de projets privés. Initialement, l'accent sera mis sur le E-commerce dans les axes suivants:

- * L'entrepreneuriat et la définition du patrimoine littéraire à travers des projets privés
- * Entrepreneuriat et création d'institutions d'enseignement des langues étrangères
- * Entrepreneuriat dans le domaine de la recherche scientifique (création et mise en place de plateformes de recherche scientifique pour préserver et valoriser le patrimoine culturel, et pour suivre et mettre à jour les informations culturelles, organisationnelles, professionnelles ...

* Entrepreneuriat liée à l'édition et la commercialisation du livre.

Mode d'évaluation : 100% CC

Références bibliographiques

- BOILANDELLE, H.M, *Dictionnaire de gestion : vocabulaire, concepts et outils*, Ed Economica, Paris 1998
- FAYOLLE, A, *Entrepreneuriat : Apprendre à entreprendre*, Edition Dunod, Paris, 2004
- FAYOLLE, A, *Introduction à l'entrepreneuriat*, Edition Dunod, Paris, 2005
- BENACHENHOU, A, *Les entrepreneurs algériens*, Alpha Design, Alger, 2007
- BOUYAKOUB, A, *Entrepreneur et PME, approche algéro-française*, Paris, Ed Harmattan, 2004
- CARPON, H, *Entrepreneuriat et création d'entreprise, facteurs déterminent de l'esprit d'entreprise*, Ed, Boeck, Paris, 2009
- CHABAUD, D et al (2010), « Vers de nouvelles formes d'accompagnement ? » In, *Revue de l'Entrepreneuriat*, N°2 Vol. 9, p1-5.
- Groupe Conseil Continuum, *Guide pratique de la gestion de la diversité culturelle en emploi, Québec*, 2005
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- TEMMAR, H. A , *La transition de l'économie émergente : Références théoriques, stratégies et politiques*. Ed, OPU, Alger, 2010
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