REPUBLIQUE ALGERIENNE DEMOCRATIQUE ET POPULAIRE

MINISTERE DE L'ENSEIGNEMENT SUPERIEUR ET DE LA RECHERCHE SCIENTIFIQUE

HARMONISATION

OFFRE DE FORMATION MASTER

ACADEMIQUE

Etablissement	Faculté	Département
Université 8 Mai 1945-Guelma	**des Lettres et des Langues**	**des Lettres et de la Langue Anglaise**

Domaine : Lettres et Langues Etrangères

Filière : Langue Anglaise

Spécialité : Langue et culture

Année universitaire : 2016/2017

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التعليم العالي والبحث العلمي

مواءمة

عرض تكوين ماستر

أكاديمي

المؤسسة	الكلية/ المعهد	القسم
جامعة 8 ماي 1945 –قالمة	كلية الآداب و اللغات	الآداب و اللغة الإنجليزية

الميدان : لغات و آداب أجنبية

الشعبة : لغة إنجليزية

التخصص : لغة و ثقافة

السنة الجامعية: 2017/2016

SOMMAIRE

I - Fiche d'identité du Master ----------
1 - Localisation de la formation ----------
2 - Partenaires de la formation----------
3 - Contexte et objectifs de la formation----------
A - Conditions d'accès ----------
B - Objectifs de la formation ----------
C - Profils et compétences visées ----------
D - Potentialités régionales et nationales d'employabilité ----------
E - Passerelles vers les autres spécialités ----------
F - Indicateurs de suivi de la formation ----------
G – Capacités d'encadrement----------
4 - Moyens humains disponibles----------
A - Enseignants intervenant dans la spécialité----------
B - Encadrement Externe ----------
5 - Moyens matériels spécifiques disponibles----------
A - Laboratoires Pédagogiques et Equipements ----------
B- Terrains de stage et formations en entreprise ----------
C - Laboratoires de recherche de soutien au master----------
D - Projets de recherche de soutien au master----------
E - Espaces de travaux personnels et TIC ----------

II - Fiche d'organisation semestrielle des enseignement----------
1- Semestre 1 ----------
2- Semestre 2 ----------
3- Semestre 3 ----------
4- Semestre 4 ----------
5- Récapitulatif global de la formation ----------

III - Programme détaillé par matière ----------

IV – Accords / conventions ----------

I – Fiche d'identité du Master

1 - Localisation de la formation :

Faculté: Des Lettres et des Langues
Département : Des Lettres et de la Langue Anglaise

2- Partenaires de la formation:

- Autres établissements universitaires:

Des contacts avec les chefs de départements d'Anglais des universités environnantes sont établis dans la perspective d'associer les efforts tout au long de l'opération d'harmonisation des masters du domaine des Lettres et langues étrangères. Nous comptons développer un type de partenariat qui se fera à double sens, dans la mesure où les différents départements répondront à leurs besoins réciproques dans le cadre de formation d'étudiants en master.

- Entreprises et autres partenaires socio économiques :

- Direction de l'éducation de la wilaya de Guelma

- Direction de l'éducation de la wilaya de Souk Ahras

- **Partenaires internationaux** :

1. **Université d'Evry Val d'Essonne** (France)
2. **Université de Strasbourg** (France)
3. **Université de Limoges** (France)
4. **Université de Sakariya** (Turquie)

* = Présenter les conventions en annexe de la formation

3 – Contexte et objectifs de la formation

A – Conditions d'accès

Niveau d'admission en M1:

Bac + 3
Justifier de la validation d'une licence en Langue Anglaise.
Autres diplômes, admission après évaluation et sur avis de la commission pédagogique.
Année de sortie :
Bac + 5
Lieu d'enseignement :
Site de la Faculté des Lettres et Langue – Université 8 Mai 1945 - GUELMA
Durée des études :
4 semestres

B - Objectifs de la formation *:*

En termes de savoir :
Consolider la connaissance de la langue du monde anglo-saxon, en permettant à l'étudiant de prendre appui sur le champ général des savoirs universitaires : linguistique générale, littérature générale, connaissance des réalités historiques, économiques et politiques du monde Anglo-Saxon.

En termes de savoir-faire :
Savoir formuler un raisonnement scientifique, à l'oral et à l'écrit, en anglais; savoir inscrire sa réflexion dans le champ actuel des connaissances et des problématiques; se former à la dimension collective de la recherche, en s'initiant au travail entrepris au sein d'une équipe de recherche; rédaction d' un travail de recherche, à travers l'obligation d'écrire un mémoire en M2; formation à la rigueur académique et au jugement intellectuel permettant une prise de distance critique par rapport à son objet de recherche.

C – Profils, compétences et métiers visés*:*

En termes de compétence professionnelle l'étudiant apprend à synthétiser des informations, à en communiquer les résultats dans un document de synthèse, à expliciter et défendre son point de vue, au bénéfice du progrès des connaissances. Le mémoire ainsi produit doit constituer un apport original dans le cadre de la discipline. Ce Master forme aussi des spécialistes de la didactique de l'anglais (enseignants) aptes à maîtriser les méthodes d'enseignement de cette langue à des nationaux ou bien étrangers. Les compétences induites par la formation sont des compétences transversales, d'analyse des pratiques pédagogiques et de situations d'enseignement, de communication et de gestion de la parole, mais aussi des compétences spécifiques.

D- Potentialités régionales et nationales d'employabilité des diplômés

Ce master de la langue et culture du monde Anglophone fournit aux étudiants la possibilité d'exercer la fonction d'enseignant (établissements du moyen et du secondaire, ambassades, centres culturels...), chargé de communication, celui de formateur et leur propose la possibilité de joindre d'autres métiers ou formations ayant penchant à l'Anglais LE tel l'industrie du tourisme et bien d'autres créneaux.

E – Passerelles vers d'autres spécialités :

Cette formation est également organisée de façon à permettre à chacun, dans un cadre qui demeure cohérent, de suivre un parcours de formation personnalisé, qui tient compte de ses acquis, de ses objectifs et de ses centres d'intérêt, avec la possibilité de changer d'orientation. Il suffit de combiner de façon appropriée deux grandes catégories d'Unités d'Enseignement (UE) :

Les Unités d'Enseignement fondamental qui regroupent les enseignements et les activités jugés indispensables pour être diplômé dans un champ disciplinaire donné.

Les Unités d'Enseignement complémentaire qui regroupent les enseignements ou les activités qui permettent de se renforcer dans la discipline majeure, de choisir l'étude d'une seconde discipline dite mineure, d'acquérir des méthodes, la maîtrise d'une langue vivante étrangère ou de nouvelles matières choisies sciemment pour son épanouissement propre et sans rapport avec les disciplines majeure et mineure étudiées.

F – Indicateurs de suivi de la formation :

Le master proposé est acquit par l'accumulation de crédits ou ECTS. Ceux-ci mesurent la charge totale de travail (suivi des enseignements et travail personnel) nécessaire en moyenne pour valider un enseignement ou une activité pédagogique.

La formation conduisant au diplôme de master est organisée en quatre semestres. Chaque semestre vaut 30 crédits ce qui représente une charge de travail assez considérable. Le nombre des crédits attachés à un enseignement ou à une activité pédagogique est calculé par rapport à cette norme. Le mémoire rédigé en quatrième semestre aura trente (30) crédits.

Pour obtenir le diplôme de master, il faut valider 120 crédits.

L'évaluation comportera deux volets : écrit 60% et évaluation continue 40%. L'écrit s'organise sous forme d'examens, et l'évaluation continue prendra en compte l'assiduité de l'étudiant ainsi que son travail personnel.

G – Capacité d'encadrement :

Il est actuellement possible de prendre en charge 60 étudiants au maximum.

4 – Moyens humains disponibles

A : Enseignants de l'établissement intervenant dans la spécialité :

Nom, prénom	Diplôme graduation + Spécialité	Diplôme Post graduation + Spécialité	Grade	Type d'intervention *	Emargement
Toulgui Ladi	Licence: Langue Anglaise	Magister + Doctorat d'Etat Option Civilisation	Prof.	Cours, TD et Encadrement de Mémoire	
Elaggoune Abdelhak	Licence: Langue Anglaise	Magister + Doctorat d'Etat Option Civilisation	Prof.	Cours, TD et Encadrement de Mémoire	
Hamdi Houda	Licence: Langue Anglaise	Magister + Doctorat Es sciences Option Littérature	MC/B	Cours, TD et Encadrement de Mémoire	
Chiheb Amel	Licence: Langue Anglaise	Magister: Option Littérature comparée	MA/A	Cours, TD et Encadrement de Mémoire	
Boudechiche Hamid	Licence: Langue Anglaise	Magister: Option Civilisation	MA/A	Cours, TD et Encadrement de Mémoire	
Bouallegue Nadjiba	Licence: Langue Anglaise	Magister: Option Littérature	MA/A	Cours, TD et Encadrement de Mémoire	
Amiar Mounira	Licence: Langue Anglaise	Magister: Option Civilisation	MA/A	Cours, TD et Encadrement de Mémoire	
Chorfi Nadjima	Licence: Traduction	Magister: Option Traduction	MA/A	Cours, TD et Encadrement de Mémoire	
Mahtali Ahlem	Licence: Langue Anglaise	Magister: Option Littérature	MA/A	Cours, TD et Encadrement de Mémoire	
Abdaoui Mounia	Licence: Langue Anglaise	Magister: Option Linguistique	MA/B	Cours, TD et Encadrement de Mémoire	
Chekat Ilhem	Licence: Langue Anglaise	Magister: Option Linguistique	MA/B	Cours, TD et Encadrement de Mémoire	
Zemmouri Layaci	Licence: Langue Anglaise	Magister: Langue et Civilisation	MA/B	Cours, TD et Encadrement de Mémoire	
Aty Mourad	Licence: Langue Anglaise	Magister: Option Civilisation	MA/B	Cours, TD et Encadrement de Mémoire	
Elaggoune Amina	Licence: Langue Anglaise	Magister: Option Linguistique	MA/B	Cours, TD et Encadrement de Mémoire	
Zemiti Asma	Licence: Langue Anglaise	Magister: Option Civilisation	MA/B	Cours, TD et Encadrement de Mémoire	
Bares Meryiem	Licence: Langue Anglaise	Magister: Option Civilisation	MA/B	Cours, TD et Encadrement de Mémoire	

Brahmia Lilia	Licence: Langue Anglaise	Magister: Option Littérature	MA/B	Cours, TD et Encadrement de Mémoire	
Henainia Hosna	Licence: Langue Anglaise	Magister: Option Linguistique	MA/B	Cours, TD et Encadrement de Mémoire	
Boudraa Amina	Licence: Langue Anglaise	Magister: Option Linguistique	MA/B	Cours, TD et Encadrement de Mémoire	
Lessoued Sabrina	Licence: Langue Anglaise	Magister: Option Linguistique	MA/B	Cours, TD et Encadrement de Mémoire	
Benkamouche Naziha	Licence: Langue Anglaise	Magister: Option Linguistique	MA/B	Cours, TD et Encadrement de Mémoire	
Boussaad Fahima	Licence: Traduction	Magister: Option Traduction	MA/B	Cours, TD et Encadrement de Mémoire	
Cheriet Meriem	Licence: Langue Anglaise	Magister: Option Linguistique	MA/B	Cours, TD et Encadrement de Mémoire	
Ali Zeoui Mahfoud	Licence: Langue Anglaise	Magister: Option Civilisation	MA/B	Cours, TD et Encadrement de Mémoire	
Benyouness Djahida	Licence: Langue Anglaise	Magister: Option Linguistique	MA/B	Cours, TD et Encadrement de Mémoire	
Layada Radia	Licence: Langue Anglaise	Magister: Option Civilisation	MA/B	Cours, TD et Encadrement de Mémoire	
Ziyaya Rima	Licence: Langue Anglaise	Magister: Option Civilisation	MA/B	Cours, TD et Encadrement de Mémoire	
Ayouni Leila	Licence: Langue Anglaise	Magister: Option Littérature	MA/B	Cours, TD et Encadrement de Mémoire	
Moumène Soumaya	Licence: Langue Anglaise	Magister: Option Littérature	MA/B	Cours, TD et Encadrement de Mémoire	
Chihi Soraya	Licence: Langue Anglaise	Magister: Option Linguistique	MA/B	Cours, TD et Encadrement de Mémoire	
Abdaoui Fatima	Licence: Langue Anglaise	Magister: Option Linguistique	MA/B	Cours, TD et Encadrement de Mémoire	
Haridi Samia	Licence: Langue Anglaise	Magister: Option Linguistique	MA/B	Cours, TD et Encadrement de Mémoire	
Chettibi Med Walid	Licence: Langue Anglaise	Magister: Option Linguistique	MA/B	Cours, TD et Encadrement de Mémoire	
Kribes Amina	Licence: Langue Anglaise	Magister: Option Civilisation	MA/B	Cours, TD et Encadrement de Mémoire	
Gasmi Fatima Zahra	Licence: Langue Anglaise	Magister: Option Littérature	MA/B	Cours, TD et Encadrement de Mémoire	
Bouregaa Meryem	Licence: Langue Anglaise	Magister: Option Littérature	MA/B	Cours, TD et Encadrement de Mémoire	
Bisker Yamina	Licence: Langue Anglaise	Magister: Option Linguistique	MA/B	Cours, TD et Encadrement de Mémoire	
Douafer Imane	Licence: Langue Anglaise	Magister: Option Linguistique	MA/B	Cours, TD et Encadrement de Mémoire	

B : Encadrement Externe :

Etablissement de rattachement :

Nom, prénom	Diplôme graduation + Spécialité	Diplôme Post graduation + Spécialité	Grade	Type d'intervention *	Emargement

Etablissement de rattachement :

Nom, prénom	Diplôme graduation + Spécialité	Diplôme Post graduation + Spécialité	Grade	Type d'intervention *	Emargement

Etablissement de rattachement :

Nom, prénom	Diplôme graduation + Spécialité	Diplôme Post graduation + Spécialité	Grade	Type d'intervention *	Emargement

*** = Cours, TD, TP, Encadrement de stage, Encadrement de mémoire, autre (à préciser)**

5 – Moyens matériels spécifiques disponibles

A- Laboratoires Pédagogiques et Equipements : Fiche des équipements pédagogiques existants pour les TP de la formation envisagée (1 fiche par laboratoire)

Intitulé du laboratoire : Laboratoires de Langue et équipements

N°	Intitulé de l'équipement	Nombre	observations
01	**Laboratoire de Langue Classique**	**24 postes**	**Opérationnel**
02	**Laboratoire de Langue multimédia**	**20 postes**	**Opérationnel**
03	**Laboratoire de Langue multimédia**	**20 postes**	**Opérationnel**
04	**Laboratoire de Langue multimédia**	**20 postes**	**Opérationnel**
05	**Laboratoire de Langue multimédia**	**20 postes**	**Opérationnel**
06	**Laboratoire de Langue multimédia**	**20 postes**	**Opérationnel**
07	**Rétroprojecteur**	**01**	
08	**Data Show**	**40**	**Salles de cours équipées de tableaux blancs et data show**
09	**Magnétoscope**	**01**	
10	**TV**	**01**	
11	**Micro-ordinateurs**	**45**	
12	**Salle d'internet**	**02**	**Chacune contenant 45 Micro-ordinateurs**
13	**Salle de TP informatique**	**03**	
14	**Bibliothèque**	**02**	

B- Terrains de stage et formation en entreprise :

Lieu du stage	Nombre d'étudiants	Durée du stage
Etablissements du moyen et du secondaire du secteur de l'éducation nationale	200	5 semaines
Sites archéologiques (civilisation romaine et byzantine)	200	1 à 2 sorties par semestre

C- Laboratoire(s) de recherche de soutien au master :

Chef du laboratoire
N° Agrément du laboratoire
Date : Avis du chef de laboratoire :

Chef du laboratoire
N° Agrément du laboratoire
Date : Avis du chef de laboratoire:

D- Projet(s) de recherche de soutien au master :

Intitulé du projet de recherche	Code du projet	Date du début du projet	Date de fin du projet
Teachers and Students' Attitudes towards Culture in the Faculty of Letters and Languages at Guelma University: The Implications for the Teaching and Learning Process"	**U00201520140014**	**01/01/2015**	**31/12/2018**

E- Espaces de travaux personnels et TIC :

Le Département d'Anglais dispose de moyens matériels adéquats qui lui ont permis de s'engager dans le nouveau système LMD dès la rentrée universitaire 2009-2010. En termes de locaux nous disposons de :

- 42 salles de 40 places équipées en Data show et tableaux blancs
- 04 amphis de 220 places équipés en Data show et tableaux blancs + système de sonorisation
- 05 Data show amovibles
- 02 espaces Internet (90 micro ordinateurs avec connexion wifi)
- 06 laboratoires (5 multimédia + 1 labo classique)
- 01 centre de visioconférences
- 1 bibliothèque de Faculté

II – Fiche d'organisation semestrielle des enseignements

1- Semestre 1 :

Unité d'Enseignement	VHS	V.H hebdomadaire				Coeff	Crédits	Mode d'évaluation	
	15 semaines	Cours	TD	TP	Travail individuel par semestre			Continu	Examen
UE fondamentale									
Matière 1: **Linguistic Schools**	45h		3h		**55h**	2	**4**	50%	50%
Matière 2: **Discourse Analysis**	45h		3h		**55h**	2	**4**	50%	50%
Matière 3: **Testing and Evaluation**	22h30		1h30		**27h30**	1	**2**	50%	50%
Matière 4: **American Civilisation**	45h		3h		**55h**	2	**4**	50%	50%
Matière 5: **American Literature**	45h		3h		**55h**	2	**4**	50%	50%
UE méthodologie									
Matière 1: **Research Design and Methodology**	45h		3h		**55h**	3	**5**	100%	00%
Matière 2: **Advanced Reading and Writing Strategies**	45h		3h		**55h**	2	**4**	50%	50%
UE découverte									
Matière 1 : **Communication Practices**	22h30		1h30		**2h30**	1	**1**	50%	50%
Matière 2: **Algerian Literature**	22h30		1h30		**2h30**	1	**1**	50%	50%
UE transversale									
Matière 1 : **Ethics and Deontology**	22h30		1h30		**2h30**	1	**1**	50%	50%
Total Semestre 1	**360h**		**24h**		**365h**	**17**	**30**		

2- Semestre 2 :

Unité d'Enseignement	VHS	V.H hebdomadaire				Coeff	Crédits	Mode d'évaluation	
	15 semaines	Cours	TD	TP	Travail individuel par semestre			Continu	Examen
UE fondamentales									
Matière 1: **Psycho Pedagogy**	45h		3h		**55h**	2	**4**	50%	50%
Matière 2: **Discourse Analysis**	45h		3h		**55h**	2	**4**	50%	50%
Matière 3: **Testing and Evaluation**	22h30		1h30		**27h30**	1	**2**	50%	50%
Matière 4: **British Civilisation**	45h		3h		**55h**	2	**4**	50%	50%
Matière 5: **British Literature**	45h		3h		**55h**	2	**4**	50%	50%
UE méthodologie									
Matière 1: **Research Design and Methodology**	45h		3h		**55h**	3	**5**	100%	00%
Matière 2: **Advanced Reading and Writing Strategies**	45h		3h		**55h**	2	**4**	50%	50%
UE Découverte									
Matière 1 : **Communication Practices**	22h30		1h30		**2h30**	1	**1**	50%	50%
UE transversale									
Matière 1 : **Foreign Language**	22h30		1h30		**2h30**	1	**1**	50%	50%
Matière 2 : **Ethics and Deontology**	22h30		1h30		**2h30**	1	**1**	50%	50%
Total Semestre 2	**360h**		**24h**		**365h**	**17**	**30**		

3- Semestre 3 :

Unité d'Enseignement	VHS	V.H hebdomadaire				Coeff	Crédits	Mode d'évaluation	
	15 semaines	Cours	TD	TP	Travail individuel par semestre			Continu	Examen
UE fondamentales									
Matière 1: **Culture and Foreign Language Teaching**	45h		3h		**55h**	2	**4**	50%	50%
Matière2 : **Contemporary World Literature**	45h		3h		**55h**	2	**4**	50%	50%
Matière 3 : **Contemporary World Civilisation**	45h		3h		**55h**	2	**4**	50%	50%
Matière 4 : **Teaching Skills and Practices**	22h30		1h30		**27h30**	1	**2**	50%	50%
Matière 5 : **Race, Ethnicity, and Culture**	45h		3h		**55h**	2	**4**	50%	50%
UE méthodologie									
Matière 1: **Research Design and Methodology**	45h		3h		**55h**	3	**5**	100%	00%
Matière2 : **Online Research: Trends, Tools and Techniques**	45h		3h		**55h**	2	**4**	50%	50%
UE découverte									
Matière 1 : **Translation and Inter/cultural Communication**	22h30		1h30		**2h30**	1	**1**	50%	50%
Matière 2 : **Communication Practices**	22h30		1h30		**2h30**	1	**1**	50%	50%
UE transversale									
Matière 1 : **Ethics and Deontology**	22h30		1h30		**2h30**	1	**1**	50%	50%
Total Semestre 3	**360h**		**24h**		**365h**	**17**	**30**		

4- Semestre 4 :

Domaine : Lettres et Langues Etrangères
Filière : Langue Anglaise
Spécialité : Langue et Culture

Stage en entreprise sanctionné par un mémoire et une soutenance.

	VHS	Coeff	Crédits
Travail Personnel	160h	**3**	**6**
Stage en entreprise	30h	**2**	**4**
Séminaires	------	------	------
Mémoire	260h	**10**	**20**
Total Semestre 4	**450h**	**15**	**30**

5- Récapitulatif global de la formation : (indiquer le VH global séparé en cours, TD, pour les 4 semestres d'enseignement, pour les différents types d'UE)

UE / VH	UEF	UEM	UED	UET	Total
Cours	--------	--------	--------	--------	--------
TD	607h30	270h	112h30	90h	**1080**h
TP	--------	--------	--------	--------	--------
Travail personnel	742h30	330h	12h30	09h	**1094**h
Mémoire	450h	225h	37h30	37h30	**750**h
Total	**1800**h	**825**h	**162h30**	**136h30**	**2924**h
Crédits	**84**	**27**	**6**	**3**	**120**
% en crédits pour chaque UE	**70%**	**22.5%**	**5%**	**2.5%**	**100**%

NB : Le 4ème semestre a été pris en charge en termes de crédits qui ont été distribué sur les trois premières unités : UEF : 18, UEM : 9, et UED : 3 crédits.

III - Programme détaillé par matière

Intitulé du Master : Langue et Culture
Semestre *: 1*
Intitulé de l'UE : Fondamentale
Intitulé de la matière : Linguistic Schools
Crédits : 4
Coefficients : 4

Objectifs de l'enseignement:
The main aim of this course is to introduce students to some of the famous linguistic schools, using English as the language of instruction, exemplification and study.

Connaissances préalables recommandées:
Students must prove to possess and to understand knowledge pertaining to this course based on general previous education. Students are required to have a good knowledge of the main concepts of linguistics.

Contenu de la matière: Linguistic Schools
- Prescriptive Linguistics vs. Descriptive Linguistics
- Geneva School
- Prague School
- Danish School
- Functional Linguistics
-Structural Linguistics
- Generative linguistics
- Neo-Grammarian School
- Systemic linguistics
-Semiotic Linguistics
-Cognitive Linguistics
- Computational Linguistics

Mode d'évaluation:
Contrôle continu 50%
Examen 50%.

References:
Barber, Charles. The English Language:A Historical Introduction.
Crystal.David. The Cambridge Encyclopedia of The English Language.
Peter Skehan. A Cognitive Approche to Language Learning
George Yule. The study of language.
Radford. Andrew. Linguistics: An introduction
Pinker. Steven. The Language Instinct: The new science of language and mind

Intitulé du Master : Langue et Culture
Semestre *: 1*
Intitulé de l'UE : Fondamentale
Intitulé de la matière : Discourse Analysis
Crédits : 4
Coefficients : 4

Objectifs de l'enseignement:
The main intention of this course is to enable students to master the fundamental concepts of discourse analysis.

Connaissances préalables recommandées:
Students must prove to possess and to understand knowledge pertaining to this course based on general previous education.

Contenu de la matière: Discourse Analysis

I- Introduction to discourse analysis

a- Historical background
b- Scope of discourse analysis
c- Text and discourse
d- Spoken and written texts

II. Standards of textuality

a- Cohesion and coherence
b- Intentionality and acceptability
c- Informativity, situationality and intertextuality

III- Discourse analysis and other factors:

a- Language, Meaning and context
b- Text and Context
c- Discourse and interaction

IV. Genre of discourse:

a- Media discourse
b- Political discourse
c- Classroom discourse
d- Discourse and gender
e- Discourse and racism
f- Child discourse

Mode d'évaluation :
Contrôle continu 50%
Examen 50%.

References :

Beaugrande, R. and Dressler, W. (1981). *Introduction to text linguistics*. London: Longman.
Brown, G. and Yule, G. (1983). *Discourse analysis*. New York: Cambridge University Press.
Paltridge, B. (2006). *Discourse analysis*. New York: Continuum.
Schiffrin, D. (1994). *Approaches to discourse.* Massachusetts: Blackwell Publishers.
Schiffrin, D., Tannen, D. and Hamilton, H. (Eds.). (2001). *The handbook of discourse analysis*. Massachusetts: Blackwell Publishers.
Widdowson, H. (2007). Discourse analysis. Oxford: Oxford University Press.

Intitulé du Master : Langue et Culture
Semestre *: 1*
Intitulé de l'UE : Fondamentale
Intitulé de la matière: Testing and Evaluation
Crédits : 2
Coefficients : 2

Objectifs de l'enseignement:
The course aims at providing learners with the pre-requisite skills of testing and evaluation**.** The main intention is to develop an understanding of the principles and issues involving tests and evaluation in the second language teaching.

Connaissances préalables recommandées:
Students must know the scientific foundations on the fundamental concepts, principles, and concerns of language testing and evaluation.

Contenu de la matière: Testing and Evaluation
1-Testing and Teaching
2-Principles of language assessment (practicality and reliability)
3- Principles of language assessment (validity, authenticity, and wash-back)
4- Pretesting
5- Writing a pre-test (practice)
6- Test construction
7-Designing a language test (practice)
8- Scoring, grading, and feedback
9-Post test reports
10-Designing a post test report (practice)
11- Standardised tests
12- Developing a standardised test (practice)
13- Standardised language proficiency tests
14-Standard –based assessment
15-The training of examiners

Mode d'évaluation:
Contrôle continu 50%
Examen 50%.

References:
Alderson, J.C., Clapham,C., & Wall, D.(1995).language test construction and evaluation. Cambridge: Cambridge University Press.
Brown, H.D. (2004).Language assessment: Principles and classroom practices. New York, NY: Pearson Education.
Kubiszyn, T., & Borich, G. (2013). Educational testing and measurement: Classroom application and practice (10th ed.). New York: John Wiley & Sons.

Intitulé du Master : Langue et Culture
Semestre *: 1*
Intitulé de l'UE : Fondamentale
Intitulé de la matière : American Civilisation
Crédits : 4
Coefficients : 4

Objectifs de l'enseignement :
This course explores the structure and dynamics of American national government, providing a broad-based introduction to the ideas and institutions that shape politics in the contemporary United States.

Connaissances préalables recommandées:
At this stage students must be familiar with contemporary US history and culture from a variety of perspectives.

Contenu de la matière: American Civilisation
I: **Foundations of Government**
a. Context and Overview: American Political Culture
b. The Constitution: Origins and Structure
c. Federalism
d. Civil Liberties
e. Civil Rights

II: **Structure and Institutions of American Government**
a. The Congress
b. The Presidency
c. The Judiciary
d. The Bureaucracy

III: **People and Politics**
a. Public Opinion
b. Political Parties
c. Voting and Elections
d. The Campaign Process
e. Mass Media
f. Interest Groups

Mode d'évaluation:
Contrôle continu 50%
Examen 50%.

References:
Encyclopedia of American Parties, Campaigns, and Elections. William C. Binning...[et al.]...
Westport, CT: Greenwood Press, 1999.
The Dorsey Dictionary of American Government and Politics. Jay M. Shafritz. Chicago, IL: Dorsey PRess, c1988.
A Historical Guide to the U.S. Government. Editor-in-chief, George Thomas Kurian...[et al.]... NY: Oxford University Press, 1998.
How to Track Politics on the Internet. Bruce Maxwell. Washington, DC: CQ Press, 2000.

Intitulé du Master : Langue et Culture
Semestre *: 1*
Intitulé de l'UE : Fondamentale
Intitulé de la matière: American Literature
Crédits : 4
Coefficients : 4

Objectifs de l'enseignement: The course aims at providing students with an intensive introduction to American minor literatures. Students will become acquainted with different trends, techniques, terms, and writers, learn strategies for reading and understanding literature, and develop critical skills for discussing and analysing literary texts.

Connaissances préalables recommandées:
Students must know the literary foundations for this stage, as well as the theories on the acquisition and development of the corresponding skills and knowledge pertaining to the study of literature.

Contenu de la matière: American Literature

1- An Introduction to Postmodernism (History, Culture and Stylistics)
2- American Postmodern Fiction and Writers
3- The Cold War Novel (Context and Form)
   Case Study: Kurt Vonnegut's ***Slaughterhouse-Five*** (structure, war perspective and style)
4- Multicultural Literature(Examples: Chinese American and Native American)
   Case Study One: Amy Tan's ***The Joy Luck Club***
   Case Study Two: Leslie Silko's ***Ceremony***
5- American Short Story (Form and Style)
   Case Study One: John Barth's ***Lost In The Fun House***
   Case Study Two: Flannery O'Connor's ***A Good Man is Hard to Find***

Mode d'évaluation:
Contrôle continu 50%
Examen 50%.

References:
Ashcroft, Bill, Gareth Griffiths and Helen Tiffin. *Post-Colonial Studies. The Key Concepts. Second Edition.* Routledge: London, [2000] 2007.
Ashcroft, Bill. *Post-colonial Transformation.* Routledge: London, 2001.
Ashcroft, Bill, Gareth Griffiths and Helen Tiffin Ed. *The Post-colonial Studies Reader*. London: Routledge, 1995.
Ashcroft, Bill, Gareth Griffiths and Helen Tiffin. *The Empire Writes Back*. England: Routledge, 1989.
Ashcroft, Bill. *On Post-colonial Futures*. Continuum: NY, 2001.
Deuleuze, Gilles and Guattari, Félix. *Kafka. Toward a Minor Literature.* Minneapolis: The University of Minnesota Press, 1986 [1975].
Gandhi, Leela. *Postcolonial Theory. A Critical Introduction*. Edinburgh University Press: Edinburgh, 1998.

Intitulé du Master : Langue et Culture
Semestre *: 1*
Intitulé de l'UE : Méthodologie
Intitulé de la matière: Research Design and Methodology
Crédits : 5
Coefficients : 5

Objectifs de l'enseignement:
Enable students to acquire the basic rules of research methodology.

Connaissances préalables recommandées:
At this stage students must prove to possess and to understand knowledge pertaining to research methodology based on general previous education.

Contenu de la matière: Research Design and Methodology (Linguistics Option)
1- Action research
2- The APA Style: in-text citation
3- The APA Style: Bibliography citation
4- The Experimental method
5- The descriptive method, the correlational method and mixed methods
6- Research tools: The questionnaire + data analysis
7- Writing a questionnaire
8- Data analysis in questionnaires
9- The interview and writing a report
10-The case study
11-Observation
12- Writing the research proposal: "The literature review" + "Statement of the Problem"
13- Writing the section of "Aims of the Study" and "Research Hypothesis"
14- Writing the section of "Research Methodology and Design"+ "Structure of the Dissertation"
15- Writing the Abstract

Mode d'évaluation:
Contrôle continu 50%
Examen 50%.

References :
Burns, A. (1999). Collaborative Action Research for English Language Teachers. Cambridge: Cambridge University Press.
Cohen, L Manion, L and Morrison, K. (2000). *Research Methods in Education*. London: Routledge.
Jonker, J and Pennink, B. (2010). *The Essence of Research Methodology*. Springer: Germany.

Intitulé du Master : Langue et Culture
Semestre *: 1*
Intitulé de l'UE : Méthodologie
Intitulé de la matière: Advanced Reading and Writing Strategies
Crédits : 4
Coefficients : 4

Objectifs de l'enseignement:
This course is designed for students seeking to enhance key reading competencies. Advanced reading strategies can accelerate comprehension, evaluation, and recall. Students will use basic reading strategies and skills which they need to employ before, while and after the reading process that will assist in quickly navigating texts. The focus of this course is on the most recent reading comprehension techniques. Various instructional strategies are modelled namely, predicting, questioning, visualising, connecting, Questioning, clarifying, summarising and evaluating. Besides, practical application projects are incorporated into the course.

Connaissances préalables recommandées:
At this stage, students are expected to read any academic text with engagement and comprehension and develop reading proficiency.

Contenu de la matière: Advanced Reading and Writing Strategies

I. Advanced Reading

1. **Efficient Reading**

- Knowing what you want from reading: goal setting skills and time management skills
- Choosing the right material
- Using the text effectively

2. **Word Attack Strategies**

- Learning when to ignore difficult words
- Interpretation of structural clues
- Using context to learn new words
- The use of dictionary

3. **Text Attack Skills**

- Understanding syntax
- Recognizing and interpreting cohesive devices
- Interpreting discourse markers

4. **Comprehension Development Skills**

- Recognising patterns of development in text materials
- Previewing in textbook reading: developing guide questions
- Developing text marking and not taking skills for written material
- Recognising topics main ideas and supporting details
- Learning how to think and read critically.
- higher order thinking
- Developing effective study reading skills: SQ3R
- Cognitive and meta-cognitive reading comprehension strategies
- Comprehension difficulties
- Online reading comprehension
- Comprehension in the content areas

5. **Ways of Reading Texts**

- skimming,
- scanning,
- in-depth reading
- critical reading

Mode d'évaluation:

Contrôle continu 50%
Examen 50%.

References:

Grabe, William. (2009). *Reading in A Second Language: Moving From Theory To Practice*. USA: Cambridge University Press
Mc Namar, Danielle S. (2007). *Reading Comprehension Strategies, Theories, Interventions and Technologies*. USA: Lawrence Erlbaum Associates. Inc.
Nuttal, Christine. (2005). *Teaching Reading Skills in a Foreign Language*. Thailand: Macmillan Publishers.
Tankersley, Karen. (2003). The *Threads of Reading Strategies for Literacy Development*. USA: Association for Supervision Curriculum Development.
Reading comprehension Success. In 20 Minutes a Day (4th Ed.) (2009). New York: Learning Express LLC.

Intitulé du Master : Langue et Culture
Semestre *: 1*
Intitulé de l'UE : Découverte
Intitulé de la matière : Communication Practices
Crédits : 1
Coefficients : 1

Objectifs de l'enseignement:
Communication influences all factors of your life. From daily interactions with strangers on the street to the way you present yourself in the board room, the way you communicate is a reflection of who you are and the way you establish relationships with those around you. Accordingly, this introductory course is designed to survey the basic principles of good communication in order to help students develop communication skills necessary to function effectively in today's society. Students will enhance their communication skills in one-on-one situations, small group situations, and public speaking.

Connaissances préalables recommandées:
At this stage, students are supposed to have a working knowledge of the basic codes communication.

Contenu de la matière: Communication Practices
Recognizing and Understanding Communication Styles
1. What is Communication?
2. Passive Communication
3. Aggressive Communication
4. Passive-Aggressive Communication
5. Assertive Communication

Verbal Communication
1. What Makes Up Verbal Communication?
2. How to Use Verbal Communication Effectively
3. Verbal Communication: Case Study

Nonverbal Communication
1. Defining Nonverbal Communication
2. Why is Nonverbal Communication Effective?
3. Reading Nonverbal Cues
4. Nonverbal Communication: Case Study

Communicating in Writing
1. Using Written Communication
2. Pros and Cons of Written Communication
3. Tips for Avoiding Misunderstandings in Written Communication

Mode d'évaluation:
Contrôle continu 50%
Examen 50%.

References:
Baldoni, John. The Leader's Guide to Speaking with Presence: How to Project Confidence, Conviction, and Authority.
Dieken, Connie. Talk Less, Say More: Three Habits to Influence Others and Make Things Happen.
Kuhnke, Elizabeth. Communication Skills For Dummies.
Marshall, Lisa B. Smart Talk: The Public Speaker's Guide to Success in Every Situation (Quick & Dirty Tips).
Schwartzman, Roy. Fundamentals of Oral Communication.
Sedniev, Andrii. Magic of Impromptu Speaking: Create a Speech That Will Be Remembered for Years in Under 30 Seconds.

Intitulé du Master : Langue et Culture
Semestre *: 1*
Intitulé de l'UE : Découverte
Intitulé de la matière: Algerian Literature
Crédits : 1
Coefficients : 1

Objectifs de l'enseignement:
The course aims at initiating students to major trends and writers in Algerian colonial, post-colonial and contemporary literature.

Connaissances préalables recommandées:
Students are expected to possess a considerable amount of knowledge about modern Algerian literature.

Contenu de la matière: Algerian Literature

- An overview of Algerian colonial literature
- The issue of language in Algerian post-colonial literature
- Post-colonial literature: the novel
- Post-colonial literature: theatre
- 1990s literature.
- The new generation of Algerian writers *"Beure"* literature
- Algerian Literature in the World

Mode d'évaluation :
Contrôle continu 50%
Examen 50%.

References:
Agar-Mendousse, Trudy. *Violence et créativité de l'écriture algérienne féminine*. L'Harmattan : Paris, 2006.
Chalet-Achour, Christiane. *Noûn. Algériennes dans l'écriture*. Paris : Séguier, 1999.
Chikhi, Beïda. *Littérature Algérienne. Désir d'histoire et esthétique*. Paris : L'Harmattan, 1997.
Kashani-Sabet, Firoozekh. « The swinging pendulum : linguistic contreversy in post-colonial Algeria ». in *Middle Eastern Studies*,Vol. 32, N° 4, October 1996, pp. 264-280.
Mokhtari, Rachid. *Le Nouveau souffle du roman algérien. Essai sur la littérature des années 2000*. Alger: Chihab édition.
Moura, Jean-Marc. *Littératures francophones et théorie postcoloniale.* Paris: Presses Universitaires de France, 1999.
Rabah Soukehal, *Le Roman Algérien de langue française (1950-1990) –Thématique-*. Paris: Publisud, 2003.

Intitulé du Master : Langue et Culture
Semestre *: 1*
Intitulé de l'UE : Transversale
Intitulé de la matière : Ethics and Deontology
Crédits : 1
Coefficients : 1

Objectifs de l'enseignement :
The course subject on "Ethics and Deontology" establishes the basis for general ethics linked to their application in the professional arena.

Connaissances préalables recommandées :
Students must have the capacity to gather and interpret relevant information (usually within their field of study) to deliver judgments, including a reflection on relevant social, scientific, or ethical topics.

Contenu de la matière: Ethics and Deontology

What is ethics and what is deontology?

Definition of ethics
Definition of Deontology
Various ethical theories
The ethical principles
Ethical relativism vs. ethical objectivism
Deontological ethics
Egoism, self-love, and altruism
Virtue ethics
The different fields of bioethics

Ethics, Morality, and Religion 1

Definition of morality
Definition of religion
Ethics with and without religion

Mode d'évaluation :
Contrôle continu 50%
Examen 50%.

References :
Guy Axtell, Utilitarianism and Dewey's "Three Independent Factors in Morals".
Marcia Baron (2008). Virtue Ethics, Kantian Ethics, and the One Thought Too Many Objection.
Marcia Baron (1997). Three Methods of Ethics: A Debate.
Brad Cokelet. Virtue Ethics and the Demands of Social Morality.
R. Das (2003). Virtue Ethics and Right Action.

Intitulé du Master : Langue et Culture
Semestre *: 2*
Intitulé de l'UE : Fondamentale
Intitulé de la matière: Psycho Pedagogy
Crédits : 4
Coefficients : 4

Objectifs de l'enseignement:
Cette matière permet à l'étudiant d'apprendre les apports de la psychopédagogie dans le domaine de l'enseignement.

Connaissances préalables recommandées:
Students must prove to possess and to understand knowledge pertaining to this course based on general previous education.

Contenu de la matière: Psycho Pedagogy
I. Historical Background
- Definition: Pedagogy and Psychology
-The Scope: Pedagogy and Psychology
II. The Interrelationship between the two Disciplines and Language Teaching
III. Individual Differences
    a- Age and Sex
    b- Language Attitude and Learners' Aptitude
    c- Motivation: Definition and Types
    d- Learning Styles
    e- Learning Strategies
    f- Types of Learners' Personality: Anxiety and Sel-esteem
IV. Theories of Motivation
V. Intelligence
VI. Memory

Mode d'évaluation:
Contrôle continu 50%
Examen 50%.

References:
Zoltan Dornyei. The psychology of Second Language Acquisition.
Peter Skehan. A Cognitive Approche to Language Learning.
Loraine K. Obler. Language and the brain.
Danny D. Steinberg. Psycholinguistics : Language , Mind And World.
Brigitte marin. Psycholinguistique cognitive lecture compréhension et production de texte.
Garman Michael. Psycholinguistics.

Intitulé du Master : Langue et Culture
Semestre *: 2*
Intitulé de l'UE : Fondamentale
Intitulé de la matière: Discourse Analysis
Crédits : 4
Coefficients : 4

Objectifs de l'enseignement:
The course aims at developing students' knowledge of the different theories and the fundamental concepts of discourse analysis.

Connaissances préalables recommandées:
Students must know the scientific foundations for this stage, as well as the theories on the acquisition and development of the corresponding skills and knowledge related to discourse analysis.

Contenu de la matière: Discourse Analysis
I- Theoretical perspectives/approaches:
a- Cohesion and relevance theory
b- Pragmatics: Speech act theory
c- Conversation analysis
d- Discourse and semantics
e- Rhetoric
f- Stylistics
g- Variation analysis
h- Interactional sociolinguistics
i- Critical discourse analysis

Mode d'évaluation:
Contrôle continu 50%
Examen 50%.

References:
Beaugrande, R. and Dressler, W. (1981). *Introduction to text linguistics*. London: Longman.
Brown, G. and Yule, G. (1983). *Discourse analysis*. New York: Cambridge University Press.
Paltridge, B. (2006). *Discourse analysis*. New York: Continuum.
Schiffrin, D. (1994). *Approaches to discourse.* Massachusetts: Blackwell Publishers.
Schiffrin, D., Tannen, D. and Hamilton, H. (Eds.). (2001). *The handbook of discourse analysis.* Massachusetts: Blackwell Publishers.
Widdowson, H. (2007). Discourse analysis. Oxford: Oxford University Press.

Intitulé du Master: Langue et Culture
Semestre *: 2*
Intitulé de l'UE : Fondamentale
Intitulé de la matière: Testing and Evaluation
Crédits : 2
Coefficients : 2

Objectifs de l'enseignement:
The course aims at providing learners with the pre-requisite skills for assessing the four skills**.**

Connaissances préalables recommandées:
Students must know the scientific foundations on the fundamental concepts, principles, and concerns of language testing and evaluation.

Contenu de la matière: Testing and Evaluation
1-Testing the four skills
2-Listening: assessing intensive listening
3-Listening: assessing extensive listening
4-designing assessment tasks for listening (practice)
5-Speaking: assessing imitative, intensive, and responsive speaking
6-Speaking: assessing interactive and extensive speaking
7-Designing assessment tasks for speaking (practice)
8-Reading: assessing perceptive and selective reading
9-Reading: assessing interactive and extensive reading
10-Designing assessment tasks for speaking (practice)
11- Writing: assessing imitative and intensive writing
12-Writing: assessing responsive and extensive writing
13-Designing assessment tasks for writing (practice)
14-Alternative ways of assessment (portfolios, performance-based assessment, journals, interviews)
15- Self and peer evaluation.

Mode d'évaluation :
Contrôle continu 50%
Examen 50%.

References:
Alderson, J.C., Clapham,C., & Wall, D.(1995).language test construction and evaluation. Cambridge: Cambridge University Press.
Brown, H.D. (2004). Language assessment: Principles and classroom practices. New York, NY: Pearson Education.
Kubiszyn, T., & Borich, G. (2013). Educational testing and measurement: Classroom application and practice (10th ed.). New York: John Wiley & Sons.

Intitulé du Master : Langue et Culture
Semestre *: 2*
Intitulé de l'UE : Fondamentale
Intitulé de la matière : British Civilisation
Crédits : 4
Coefficients : 4

Objectifs de l'enseignement:
This course is a survey of British cultural, political and economic history from the beginning of the Twentieth Century. The course will include such topics as discussions on the cultural developments and political events of the 20th century and the beginning of the 21st century.

Connaissances préalables recommandées:
Students must have a significant amount of knowledge about modern British history and political institutions.

Contenu de la matière: British Civilisation

1. Race and Empire in British Politics
2. Englishness and National Culture
3. Gender, Race and National Identity since1945
4. The Evolution of the 20th Century Welfare State.
5. Britain During the Depression
6. Britain in World War II
7. The Rise and Decline of the British Empire.
8. Dismantling the Empire: Britain and the Age of Decolonization
9. Thatcherism and its Legacy
10. Imperialism Next Door: The Irish Question
11. The Growth of the Welfare State
12. Youth Culture and Cultural Change: the 1950s and 1960s
13. Britain in the 1980s and 1990s.
14. British Foreign Policy in the Post-9/11 period
15. Decolonization and Immigration
16. Devolution and Reform: Toward Tony Blair's Britain
17. Thatcher, Blair and the return of liberalism
18. Civil Rights and the Troubles in N. Ireland
19. Great Britain & the Scramble of Africa
20. From Enemy to Ally: Why Britain supports America in its 20th-century wars

Mode d'évaluation:
Contrôle continu 50%
Examen 50%.

References:
Hobsbawm. Eric. Industry and empire from 1750 to present day
Bindoff.S.T. The pelican history of England 5: Tudor England.
Wiener. Martin.J. English culture and the decline of the industrial spirit 1850.1980.
Macaulay. Lord. The History of England
Stevenson. John. British society 1914-45.
Kishlansky Mark A Monarchy transformed Britain 1603-1714
Marwick. Arthur. British society since 1945.

Intitulé du Master: Langue et Culture
Semestre*: 2*
Intitulé de l'UE: Fondamentale
Intitulé de la matière : British Literature
Crédits: 4
Coefficients: 4

Objectifs de l'enseignement:
The course aims at providing students with an intensive introduction to 20th century British literature. Students will become acquainted with different trends, techniques, terms, and writers, learn strategies for reading and understanding literature, and develop critical skills for discussing and analysing literary texts.

Connaissances préalables recommandées:
At this point, students must have acquired a significant amount of knowledge about British literature as a whole.

Contenu de la matière: British Literature

1- An Introduction to Postmodern British Literature
2- The British War Novel
   Case Study One: William Golding's ***Lord of the Flies***
   Case Study Two: George Orwell's ***Nineteen Eighty-Four***
3- Post-modern Feminism
   Case study: Iris Murdoch's ***The Bell***
4- British Minor literatures (Diaspora Literature: A Survey of Ethnic Minorities' Literature in English)
   Case Study: Salman Rushdie's ***Midnight's Children***
5- Pop-culture Forms of Fiction: Science Fiction, The Thriller, The Apocalyptic fantasy…etc

Mode d'évaluation:
Contrôle continu 50%
Examen 50%.

References:
Cuddon, J.A. *Dictionary of Literary Terms and Literary Theory.* 4th Edition. London and New York: Penguin Books, 1999.
Head, Dominic. *The Cambridge Introduction to Modern British Fiction 1950-2000.* Cambridge University Press, 2002.
Klarer, Mario. *An Introduction to Literary Studies*. London & New York : Routledge, 1998.
Seldon, Raman, & all. *A Redaers' Guide to Contemporary Literary Theory.* 5th edition, London and New York: Pearson Longman, 2005.

Intitulé du Master: Langue et Culture
Semestre*: 2*
Intitulé de l'UE: Méthodologie
Intitulé de la matière: Research Design and Methodology
Crédits: 5
Coefficients: 5

Objectifs de l'enseignement:
This course aims to introduce MA students of English interested in the disciplines of civilization and literature to the fundamentals of the research process and its practice. It aims to enable students to deepen and refine their research projects and assess documentary sources. The students are expected to learn how to establish a systematic plan of academic research and how to conceptualize and materialize their research projects through this course guidance.

Connaissances préalables recommandées:
Students are expected to have those skills for the elaboration and defense of principles, and problem-solving within the field of research methodology.

Contenu de la matière: Research Design and Methodology (Civilisation Option)
1) General Introduction to the purpose of research, design, and research methods
2) Standards of research and ethical considerations
3) Research proposal: Planning and development
4) Types of research design and approaches
5) Interconnectedness between research design, objectivity and scientific approach
6) Guidelines for research methods: Characteristics, objectives, and validity
7) Discussion and arguments of academic texts
8) Data collection: Methods, strategies, and analysis/interpretation
9) Setting the research questions and formulating hypotheses
10) Literature review: Steps and requirements
11) Use of primary and secondary sources: Why/when/how?
12) On the thorny path of dissertation writing: Steps and concepts
13) The MLA style: From theory to practice
14) Practical activities: from the thesis statement to the annotated bibliography
15) Validating the course understanding with practical advice: Questions and answers

Mode d'évaluation:
Contrôle continu 50%
Examen 50%.

References:
Burns, A. (1999). Collaborative Action Research for English Language Teachers. Cambridge: Cambridge University Press.
Cohen, L Manion, L and Morrison, K. (2000). *Research Methods in Education*. London: Routledge.
Jonker, J and Pennink, B. (2010). *The Essence of Research Methodology*. Springer: Germany.

Intitulé du Master : Langue et Culture
Semestre*: 2*
Intitulé de l'UE: Méthodologie
Intitulé de la matière: Advanced Reading and Writing Strategies
Crédits: 4
Coefficients: 4

Objectifs de l'enseignement:
This course is designed to familiarize students with the structure of basic types of texts and genres in English. Learners will be able to develop their writing proficiency level to meet the higher standards of using English s a foreign language. The will also be able to write and create their own types of texts by applying knowledge about the structure, content and organization of those texts in academic writing. Moreover, students will be able to apply the basic features of document design and formatting a paper.

Connaissances préalables recommandées:
Students are required to have effective presentation of arguments in a variety of written contexts.

Contenu de la matière: Advanced Reading and Writing Strategies

Advanced Writing
1. The writing skill in foreign language classrooms
2. Teacher's feedback on students' writing
3. Learning to write from sources
4. Principles of academic document design and formatting
5. Writing data commentaries
6. Writing a report
7. Experimental/research report
8. Writing a case study report
9. Writing reviews and critiques
10. Writing a Research proposal
11. Writing Literature reviews
12. Writing research abstracts
13. Writing conference abstracts
14. Writing acknowledgements
15. Academic writing in an electronic environment

Mode d'évaluation:

Contrôle continu 50%
Examen 50%.

References:

Badger, R. G. & White, G. (2000). *A Process Genre Approach to Teaching Writing*.
Crème and Lea. (2008). Writing at university, Mc Graw Hill: Open University Press.
English Teaching Forum. (2005).Vol. 43 No. 3: 18-26.
Henry, A and Roseberry, R.L. (1998). *An Evaluation of a Genre-Based Approach to the Teaching of EAP/ESP Writing.* The TESOL Quarterly, Vol. 32, No. 1. (Spring, 1998). PP: 147-156
Lillis, T, M. (2001). Student Writing. Access, regulation, desire.
Weigle, S. C. (2002). *Assessing Writing.* Cambridge: Cambridge University Press.

Intitulé du Master: Langue et Culture
Semestre*: 2*
Intitulé de l'UE: Découverte
Intitulé de la matière: Communication Practices
Crédits: 1
Coefficients: 1

Objectifs de l'enseignement:
This course is designed to introduce students to the principles of effective public speaking. Students will gain substantial knowledge and practice in speech composition and delivery. Because Communicology is a skills-based course, students will have numerous opportunities to gain "hands-on" experience delivering public speeches. In addition, as students prepare and present a variety of speeches throughout the semester, particular emphasis will be placed on organization, critical thinking, reasoning, and evaluation of speeches.

Connaissances préalables recommandées:
At this stage students have already acquired a better understanding of various issued related to communication.

Contenu de la matière: Communication Practices
1. The concepts, theories, and principles of effective human communication.
2. How to become a competent communicator.
3. How we form perceptions of ourselves and others.
4. The strategies necessary for improving listening skills.
5. The strategies for initiating and maintaining interpersonal relationships.
6. The strategies for effective group participation and leadership.
7. How to prepare and deliver effective public presentations.
8. How to apply to your everyday life the information learned in this class

Mode d'évaluation:
Contrôle continu 50%
Examen 50%.

References:
Baldoni, John. The Leader's Guide to Speaking with Presence: How to Project Confidence, Conviction, and Authority.
Dieken, Connie. Talk Less, Say More: Three Habits to Influence Others and Make Things Happen.
Kuhnke, Elizabeth. Communication Skills For Dummies.
Marshall, Lisa B. Smart Talk: The Public Speaker's Guide to Success in Every Situation (Quick & Dirty Tips).
Schwartzman, Roy. Fundamentals of Oral Communication.
Sedniev, Andrii. Magic of Impromptu Speaking: Create a Speech That Will Be Remembered for Years in Under 30 Seconds.

Intitulé du Master: Langue et Culture
Semestre*: 2*
Intitulé de l'UE: Transversale
Intitulé de la matière: Foreign Language
Crédits: 1
Coefficients: 1

Objectifs de l'enseignement:
Enable students to acquire another foreign language other than French.

Connaissances préalables recommandées:
Students must have the ability and readiness to learn another foreign language.

Contenu de la matière: Foreign Language
Foreign language for beginners: (Italian, Spanish, German or any available foreign language).

Mode d'évaluation:
Contrôle continu 50%
Examen 50%.

References:
Harmel, Kristin. Italian for Beginners.
Ultimate Italian Beginner-Intermediate (Coursebook) (Ultimate Beginner-Intermediate) by Living Language.

Intitulé du Master: Langue et Culture
Semestre*: 2*
Intitulé de l'UE: Transversale
Intitulé de la matière: Ethics and Deontology
Crédits: 1
Coefficients: 1

Objectifs de l'enseignement:
The course subject on "Ethics and Deontology" establishes the basis for general ethics linked to their application in the professional arena.

Connaissances préalables recommandées:
Students must have the capacity to gather and interpret relevant information (usually within their field of study) to deliver judgements, including a reflection on relevant social, scientific, or ethical topics.

Contenu de la matière: Ethics and Deontology

Ethics, Morality, and Religion 2
Why should human beings be moral?
Where does morality come from?
How do morality and religion influence bioethics?
Ethical Reasoning
How can a viewpoint be influenced?
Human nature – are people good or bad?
Lying, cheating, breaking promises, and stealing.
Formulating an Ethical Argument
Learning Outcomes:
Describe an argument.
Describe various styles of debate.
How do we formulate an argument?

Mode d'évaluation:
Contrôle continu 50%
Examen 50%.

References:
Guy Axtell. Utilitarianism and Dewey's "Three Independent Factors in Morals".
Marcia Baron (2008). Virtue Ethics, Kantian Ethics, and the One Thought Too Many Objection.
Marcia Baron (1997). Three Methods of Ethics: A Debate.
Brad Cokelet. Virtue Ethics and the Demands of Social Morality.
R. Das (2003). Virtue Ethics and Right Action.

Intitulé du Master : Langue et Culture
Semestre*: 3*
Intitulé de l'UE: Fondamental
Intitulé de la matière: Culture and Foreign Language
Crédits: 4
Coefficients : 4

Objectifs de l'enseignement:
The objective of the course is twofold: To emphasise the importance of cultural elements in the process of foreign language teaching and learning, and to develop learners' intercultural competence.

Connaissances préalables recommandées:
Students must be able to interact appropriately in cross-cultural communication settings.

Contenu de la matière: Culture and Foreign Language
1-Defining culture
2- Understanding the deep structure of culture
3- Language, culture, and identity
4- Culture and foreign language teaching (an overview)
5- The cultural turn in foreign language teaching
6- Cross cultural communication and intercultural competence
7- Politeness
8- Speech act theory
9- Speech events
10- Examples of speech acts1 (student presentation)
11- Examples of speech acts2 (student presentation)
12- Socializing
13- Non-verbal communication and culture
14- Language and gender
15- Cross-cultural training

Mode d'évaluation:
Contrôle continu 50%
Examen 50%.

References:
Kramsch, C. (1998). *Language and culture.* Oxford: Oxford University Press.
Krashen, S. (1982). *Principles and practice in second language acquisition*. Oxford: Pergamon Press.
Lustig, M. W., & Koester, J. (1996). *Intercultural competence: Intercultural* Robinson,
Robinson, G.L. (1981) *Issues in second language and cross-cultural education: The forest through the trees*. Boston: Heinle and Heinle.

Intitulé du Master : Langue et Culture
Semestre *: 3*
Intitulé de l'UE : Fondamentale
Intitulé de la matière: Contemporary World Literature
Crédits : 4
Coefficients : 4

Objectifs de l'enseignement:
The course aims at providing students with an intensive introduction to contemporary Anglophone literatures. Students will become acquainted with different trends, techniques, terms, poets and writers, learn strategies for reading and understanding literature, and develop critical skills for discussing and analysing literary texts.

Connaissances préalables recommandées:
Students are expected to have a minimum knowledge about Anglophone literature in general.

Contenu de la matière: Contemporary World Literature
1- An introduction to contemporary literature (Defintion, Genres…)
2- An overview of contemporary Anglophone Arab literature. Case study: selected work by Ahdaf Soueif (or another).
3- An overview of contemporary Anglophone Canadian literature. Case study: selected work by Margaret Atwood (or another).
4- An overview of contemporary Anglophone Asian literature. Case study: selected work by Arundhati Roy (or another).
5- An overview of contemporary Anglophone Australian literature Case study: selected novel by David Malouf (or another).
6- An overview of contemporary Anglophone African literature. Case study: selected novel by Ngugi WaThiong'O (or another).

Mode d'évaluation:
Contrôle continu 50%
Examen 50%.

References:
Suman Gupta, Contemporary literature the Basics, 2012, Routeledge.
Anastasia Valassopoulos, Contemporary Arab Women Writers: Cultural expression in Context, Routeldge, 2007.
Pieter Vermeulen, Contemporary Literature and the End of the Novel, Palgrave, 2015.

Intitulé du Master : Langue et Culture
Semestre *: 3*
Intitulé de l'UE : Fondamentale
Intitulé de la matière: Contemporary World Civilisation
Crédits: 4
Coefficients: 4

Objectifs de l'enseignement:
This course is designed to introduce students to the history and politics of the contemporary world. In this course, students will learn about some of the important political, economic, social, intellectual, cultural and religious changes that have shaped the development of recent world civilization.

Connaissances préalables recommandées:
At this stage students are expected to be familiar with world contemporary history and politics from a variety of perspectives.

Contenu de la matière: Contemporary World Civilisation
I. European Contemporary History:
Democratizing Revolutions of Eastern Europe in 1989
The dissolution of the Soviet Union
The process of European integration

II. Asian Contemporary History
The history of the People's Republic of China
Indian independence
The Korean, Vietnam and Afghanistan wars
The US Forces stationed in Japan and in South Korea

III. The Middle East and North Africa
The Arab-Israeli conflict
Arab Nationalism and Islamism
Western Reactions to Democratization in North Africa

IV. African History
Apartheid in South Africa and its abolition
Decolonization in Africa

V. Contemporary Era
Information age and computers
Late modern terrorism and warfare
Arab Spring
Present and Future Socio-technological trends
- Challenges and problems
- Climate change
- Emerging technologies

Mode d'évaluation:
Contrôle continu 50%
Examen 50%.

References:
Peter N. Stearns. Consumerism in World History
Pradyumna P. Karan. The Non-western World: Environment, Development and Human Rights
Charles S.W. Higham. Encyclopedia of Western Civilizations

Intitulé du Master : Langue et Culture
Semestre *: 3*
Intitulé de l'UE : Fondamentale
Intitulé de la matière : Teaching Skills and Practices
Crédits: 2
Coefficients: 2

Objectifs de l'enseignement:
This course provides students an opportunity to perk up their teaching skills by improving the various simple tasks called teaching skills. With the proven success, microteaching or teaching skills and practices as a course helps to promote real-time teaching experiences. The core skills of microteaching such as presentation and reinforcement skills help students to learn the art of teaching at ease and to the maximum extent.

Connaissances préalables recommandées:
At this level, students must be aware that the art of teaching does not merely involve a simple transfer of knowledge from one to other. Instead, it is a complex process that facilitates and influences the process of learning.

Contenu de la matière:
I)- Introduction to the field of language teaching:
1)- Approaches of language teaching:
- The micro approach to teaching and teacher education
- The macro approach to teaching and teacher preparation
2)- Teacher Training, Teacher Education and Teacher Development
3)- Teacher beliefs and affective factors
II)- Teaching Skills
- Developing Communicative Skills: how to maintain good communication skills
- Developing Subject Matter Knowledge and Contextual Knowledge
- Using Classroom Observation Skills: observing classroom behavior and learning outcomes
- Understanding Classroom Role Relationships
- Developing Reflective Teaching Skills to change the classroom
-Exploring Pedagogical Reasoning Skills in the Classroom
- Using Action Research Skills in the Classroom
III)- Teaching Practices:
Experiential Practices: A pre-service teaching
- Write Course Objectives
-Make a Lesson Plan
- Present a Lesson and Set Classroom Activities
- Give Feedback and Assessment
Awareness Raising Practices: Are you
- A lecturer?
- A teacher?
- A facilitator?

Mode d'évaluation:
Contrôle continu 50%
Examen 50%.

References:
Allan, C. (2000). Spread the word on best practice. *Times* Higher Education Supplement: 26.
Brown H. Douglas. 2000. Teaching by Principles: An Interactive Approach to Language Pedagogy. Longman.

Gill Nicholls. 2002. Developing Teaching and Learning in Higher Education. London and New York.
Jack C. Richards. 2000. Beyond Training. Cambridge University Press.
Jack C. Richards and David Nunan. 1990. Second Language Teacher Education. Cambridge University Press.
Jane Arnold.1999. Affect in Language Learning. Cambridge University Press.
Lin S. North. 2009. Action Research in Teaching and Learning: A practical Guide to Conducting Pedagogical Research in Universities. Routledge.
Tileston, D. W. (2000). 10 Best Teaching Practices: How Brain Research, Learning Styles, and Standards Define Teaching Competencies. California.

Intitulé du Master : Langue et Culture
Semestre *: 3*
Intitulé de l'UE : Fondamentale
Intitulé de la matière: Race, Ethnicity, and Culture
Crédits : 4
Coefficients : 4

Objectifs de l'enseignement: This course is designed to introduce students to the complex issue of race, ethnicity, and culture in both the USA and the UK and how they interact with each other taking into account the historical, sociological, psychological, and political backgrounds. Students are expected to use their critical thinking skills to debate and analyze the proposed controversial topics and selected case studies regarding race and ethnicity with emphasis on their cultural framework.

Connaissances préalables recommandées:
Students are supposed to have acquired a better understanding on various issues related to American, British as well as issues related to multiculturalism.

Contenu de la matière: Race, Ethnicity, and Culture
1) Introduction: Why do "race" and "ethnicity", culturally matter? Definitions, history, key concepts and theories
2) Visiting the culture of the "noble savage" Native American: What was gone? What remains?
3) Slave culture as an offspring of black emancipation
4) Ethnic groups and their perception of identity: The cases of Hispanics/Latinos and Asian Americans
5) The Changing racial and ethnic composition of the US population: Emerging American Identities
6) Arab American culture: When "Arabness" and "Americanness" meet at the crossroads of friction and harmonization
7) The impact of the host country's culture on ethnic/racial identity development: Case study either in the USA or the UK
8) Exploring women's approach to racial-ethnic identities, cultural heritage and their determinants
9) Cultural racism in 21st century "post-racial" America
10) American/British ethnic stereotyping through cultural appropriation
11) Measuring Britishness and identity assimilation among minority and majority ethnic groups
12) Race relations and political culture in Britain
13) Young British Muslims: Identity, culture, and politics
14) The endless crisis of multiculturalism and education in Britain
15) Surveying ethnic cultural differences: Are Americans more tolerant than the British?

Mode d'évaluation:
Contrôle continu 50%
Examen 50%.

References:
Betancourt H, Lopez SR. The study of culture, ethnicity, and race in American psychology. American Psychologist 48 (6): 629-637, 1993.
Cohen MN. Culture of Intolerance: Chauvinism, Class, and Racism in the United States. New Haven: Yale University Press, 1998.
Ferrante J, Brown P. The Social Construction of Race and Ethnicity in the United States. New York: Longman, An Imprint of Addison Wesley Longman, Inc., 1998.
Molnar S. Human Variation: Races, Types, and Ethnic Groups. Fourth Edition. Upper Saddle River, New Jersey: Prentice Hall, 1998.
Montagu A. The Concept of Race. New York: The Free Press, 1964.

Intitulé du Master : Langue et Culture
Semestre *: 3*
Intitulé de l'UE : Méthodologie
Intitulé de la matière: Research Design and Methodology
Crédits : 5
Coefficients: 5

Objectifs de l'enseignement:
This course aims to introduce MA students of English interested in the disciplines of civilization and literature to the fundamentals of the research process and its practice. It aims to enable students to deepen and refine their research projects and assess documentary sources. The students are expected to learn how to establish a systematic plan of academic research and how to conceptualize and materialize their research projects through this course guidance.

Connaissances préalables recommandées:
Students are expected to have those skills for the elaboration and defense of principles, and problem-solving within the field of research methodology.

Contenu de la matière: Research Design and Methodology (Literature Option)
What is a Research? (Meaning, Principles of Research, Kinds of Research, Research Ethics…)
Formulation of Research Problem
Requirements of Research Paper
Format and Components of Research Proposal
Format and Components of Dissertation / Thesis
Research in Literature: An Overview of Major Theoretical Approaches to Literary Research
Materials and Tools of Research (Books, Anthologies, Journals, Encyclopedia, Web-references…)
MLA Style Sheet (Latest Edition)

- MLA in-text citation
- MLA works cited

Practice

Mode d'évaluation:
Contrôle continu 50%
Examen 50%.

References:
Burns, A. (1999). Collaborative Action Research for English Language Teachers. Cambridge: Cambridge University Press.
Cohen, L Manion, L and Morrison, K. (2000). *Research Methods in Education*. London: Routledge.
Jonker, J and Pennink, B. (2010). *The Essence of Research Methodology*. Springer: Germany.

Intitulé du Master : Langue et Culture
Semestre *: 3*
Intitulé de l'UE : Méthodologie
Intitulé de la matière : Online Research: Trends, Tools and Techniques
Crédits : 4
Coefficients : 4

Objectifs de l'enseignement:
The course will cover advanced search strategies, the techniques access to information; categorization, indexing, critical evaluation of information, and content analysis; retrieval and classification schemes; use of codes, formats, and standards; analysis, construction and evaluation of search and navigation techniques; and search engines. Students will examine current issues and trends relevant to locating information on the internet.

Connaissances préalables recommandées:
Students must be familiar with the techniques involved in conducting effective searches of print and online information resources.

Contenu de la matière: Online Research: Trends, Tools and Techniques

1- Information literacy, Internet communication, Social media
2- Introduction to information retrieval
3- Search syntax, Controlled vocabulary
4- Subscription databases
5- Accessing and searching electronic journals
6- Internet search tools and information sources
7- Search Operators and Statement Creation (Boolean Search)
8- Phrase and Proximity Search
9- Advanced Search Features
10- Using Multiple Search Engines
11- Taking Notes and Documenting Sources
12- Evaluating Data Reliability
13- Saving / Organizing Results
14- Societal internet issues
15- Government information sources / Intellectual property

Mode d'évaluation :
Contrôle continu 50%
Examen 50%.

References:
No Textbook is required. Online papers and chapters and selections from online books will be used.
We will use chapters from Introduction to Information Retrieval by Christopher D. Manning, Prabhakar Raghavan and Hinrich Schütze, Cambridge University Press. 2008 and selections from Information Retrieval: A Survey by Ed Greengrass, 2000, and the classic Information Retrieval by C. J. van Rijsbergen. Butterworths, 1979.

Intitulé du Master : Langue et Culture
Semestre *: 3*
Intitulé de l'UE : Découverte
Intitulé de la matière : Translation and Inter/cultural Communication
Crédits : 1
Coefficients : 1

Objectifs de l'enseignement :
Issues of translation and intercultural communications arise everywhere in the contemporary world: in literary texts, on the Internet, in broadcasting and film, in business, in science, and in questions of human rights. Hence, this course in Translation and Intercultural Communication takes linguistic translation as its base to offer a diverse curriculum that allows undergraduates to develop their understanding of translation issues from varied perspectives. Students develop skills in language use and an understanding of the complexity of communicating across cultures, nations, and linguistic borders.

Connaissances préalables recommandées :
Students are supposed to understand the importance of translation as well as that of intercultural communication. They have already gained knowledge of theories and practices of translation and intercultural communication.

Contenu de la matière:
Bilingualism
Translation Theory: A general introduction
Translation & Interpretation I (History of Meaning)
Translation & Interpretation II (Misunderstanding & Mistranslation)
Introduction to Machine Translation
Psychology of Language
Communication and Culture
Introduction to Intercultural Communication
Basic Factors in intercultural communication
Intercultural Communication Philosophy
Explorations in Intercultural Communication
Translation and Intercultural Communication
Thinking Translation: Language Transfer and Cultural Communication
Radical Poetics, Radical Translation
Creative Writing (Literary Translation)
Techniques of Translation and Composition

Mode d'évaluation:
Contrôle continu 50%
Examen 50%.

References:
Baker, Mona: In Other Words - A Course Book on Translation, London 1992.
Larry A. Samovar, Richard E. Porter and Edward R. Communication between Cultures, 7th ed. McDaniel (Belmont, CA: Wadsworth/Thomson Learning, 2009).
Sandra Bermann (Comparative Literature) and Michael Wood (English), editors, Nation, Language and the Ethics of Translation. Princeton.
Sandra Bermann (Comparative Literature), with Cathy Porter, editors, A Companion to Translation Studies. Blackwell.
Newmark, Peter: Approaches To Translation, Exeter 1981.
Vemeer, Hans J.: "Didactics of translation". Mona Baker (ed.). Encyclopedia of Translation Studie, London 1998.

Intitulé du Master : Langue et Culture

Semestre *: 3*
Intitulé de l'UE : Découverte
Intitulé de la matière : Communication Practices
Crédits : 1
Coefficients : 1

Objectifs de l'enseignement :
This course will help students prepare and present a variety of speeches throughout the semester, particular emphasis will be placed on organization, critical thinking, reasoning, and evaluation of speeches. As a result, students not only become more proficient public speakers, but they also develop better writing, listening, and analytical skills. It enables students enhance their delivery, critical thinking and analytical skills; focusing on how to organize a presentation, solve problems, build arguments, and use their creativity. As a result of satisfactory completion of this course, you should become a more confident presenter as well as a more proficient presentation writer.

Connaissances préalables recommandées:
At this stage, students are very familiar with different issues related to communication and have a good knowledge of the principles of effective public speaking.

Contenu de la matière :
1. The relevant concepts, theories, and principles of effective public communication,
2. The ethical implications of speaking and being an attentive audience member,
3. How to select appropriate and effective speech topics,
4. How to research and gather supporting material for various types of public speeches,
5. How to effectively organize and outline the speech,
6. How to analyze and adapt to audiences,
7. How to develop and support a persuasive argument,
8. How to develop visual aids that augment rather than debilitate a presentation,
9. How to deliver a speech with maximum impact, and
10. How to listen critically and provide constructive feedback to other public speakers.

Mode d'évaluation :
Contrôle continu 50%
Examen 50%.

References :
Baldoni, John. The Leader's Guide to Speaking with Presence: How to Project Confidence, Conviction, and Authority.
Dieken, Connie. Talk Less, Say More: Three Habits to Influence Others and Make Things Happen.
Kuhnke, Elizabeth. Communication Skills For Dummies.
Marshall, Lisa B. Smart Talk: The Public Speaker's Guide to Success in Every Situation (Quick & Dirty Tips).
Schwartzman, Roy. Fundamentals of Oral Communication.
Sedniev, Andrii. Magic of Impromptu Speaking: Create a Speech That Will Be Remembered for Years in Under 30 Seconds.

Intitulé du Master : Langue et Culture
Semestre *: 3*
Intitulé de l'UE : Transversale
Intitulé de la matière : Ethics and Deontology
Crédits : 1
Coefficients : 1

Objectifs de l'enseignement :
The course subject on "Ethics and Deontology" establishes the basis for general ethics linked to their application in the professional arena.

Connaissances préalables recommandées:
Students must have the capacity to gather and interpret relevant information (usually within their field of study) to deliver judgments, including a reflection on relevant social, scientific, or ethical topics.

Contenu de la matière: Ethics and Deontology
Law and Ethics
The origin of laws
Why do we study law?
Comparing law and ethics
Reward and punishment in relationship to justice
Academic Ethics
Define academia
Academic honesty
Plagiarism and cheating
Various aspects of lawsuits in the academic field

Mode d'évaluation:
Contrôle continu 50%
Examen 50%.

References:.
Guy Axtell, Utilitarianism and Dewey's "Three Independent Factors in Morals".
Marcia Baron (2008). Virtue Ethics, Kantian Ethics, and the One Thought Too Many Objection.
Marcia Baron (1997). Three Methods of Ethics: A Debate.
Brad Cokelet. Virtue Ethics and the Demands of Social Morality.
R. Das (2003). Virtue Ethics and Right Action.

V- Accords ou conventions

Oui

(Si oui, transmettre les accords et/ou les conventions dans le dossier papier de la formation)

LETTRE D'INTENTION TYPE

(En cas de master coparrainé par un autre établissement universitaire)

(Papier officiel à l'entête de l'établissement universitaire concerné)

Objet : Approbation du coparrainage du master intitulé :

Par la présente, l'université (ou le centre universitaire) déclare coparrainer le master ci-dessus mentionné durant toute la période d'habilitation de ce master.

A cet effet, l'université (ou le centre universitaire) assistera ce projet en :

- Donnant son point de vue dans l'élaboration et à la mise à jour des programmes d'enseignement,
- Participant à des séminaires organisés à cet effet,
- En participant aux jurys de soutenance,
- En œuvrant à la mutualisation des moyens humains et matériels.

SIGNATURE de la personne légalement autorisée :

FONCTION :

Date :

LETTRE D'INTENTION TYPE

(En cas de master en collaboration avec une entreprise du secteur utilisateur)

(Papier officiel à l'entête de l'entreprise)

OBJET : Approbation du projet de lancement d'une formation de master intitulé :

Dispensé à :

Par la présente, l'entreprise déclare sa volonté de manifester son accompagnement à cette formation en qualité d'utilisateur potentiel du produit.

A cet effet, nous confirmons notre adhésion à ce projet et notre rôle consistera à :

- Donner notre point de vue dans l'élaboration et à la mise à jour des programmes d'enseignement,
- Participer à des séminaires organisés à cet effet,
- Participer aux jurys de soutenance,
- Faciliter autant que possible l'accueil de stagiaires soit dans le cadre de mémoires de fin d'études, soit dans le cadre de projets tuteurés.

Les moyens nécessaires à l'exécution des tâches qui nous incombent pour la réalisation de ces objectifs seront mis en œuvre sur le plan matériel et humain.

Monsieur (ou Madame)…….est désigné(e) comme coordonateur externe de ce projet.

SIGNATURE de la personne légalement autorisée :

FONCTION :

Date :

CACHET OFFICIEL ou SCEAU DE L'ENTREPRISE