NEWLY DEVELOPED CURRICULUM FOR THE DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

April, 2021

1. **Introduction: Background of the Program**

The importance of English Language is unquestionable that it is among the few languages used internationally (become global language) as a medium of communication and all forms of interaction (economic, political, etc) between nations across countries and continents English is the second official language in Ethiopia it is used as a medium of instruction in secondary schools ,colleges and universities. It is also a language of international relation be it diplomacy, business, trade investment, tourism etc English has a vital role in the overall development of the country. The undergraduate program in English is one of the first program dating to 1950when the universities ,colleges was opened in 1950since then it has been producing graduates who could teach English in the secondary schools and others who work in the media and public relations ,diplomacy and related fields.

The Department of English Language and Literature works towards achieving the mission of the country at large and university in particular by producing qualified trainees with the required competence. This curriculum includes courses designed to provide competence skills and overall knowledge based training. It is believed that students should have adequate training and practice in the subject matter to thrive in the modern employment market. Among others, students should know about how human language functions. They also need to know about the principles that guide the scientific study of language. In addition, they need to practice different levels of writing, reading, listening, and speaking in English. Overall the key domains of the undergraduate curriculum in English language and literature are speaking ,reading, writing language development(vocabulary and grammar)literature , linguistics (understanding the structure of English –phonology, morphology syntax and making semantics pragmatics and discourse) and communication ,The mode of delivery is designed to help trainees develop practical skills in language use with the understanding of the editing principles systems the trainees engage in oral communication in a variety of situations and develop the oral communication skills necessary to be able to transfer the same skills to their job. They also require analysing literary texts and conducting research to solve problems. In general, the trainees must have full mastery of the target language so that they have the competence and confidence to use the language for their purposes.

Overall the curriculum is designed focusing on the competencies the graduates need to attain by integrating English Language knowledge and skills, and aspires to effectively prepare professionals for diverse job opportunities in the areas where the country needs skilled professionals. There is a

great need for English Language specialists in various areas such as public relations, communications, interpretations, etc.

2. Program Objectives:

2.1General Objective

The general objective of the program is:

- ✓ to train English Language professionals with the required competencies . skills and understanding of English and use it for different occupational purposes teaching media, diplomacy, business, investment etc

2.2 Specific Objectives

The program has the following specific objectives:

- ✓ to equip students with basic English language skills and knowledge needed to be able to perform professional and occupational
- ✓ to equip students with knowledge of how human language functions
- ✓ to enable students understand and appreciate and criticize literary works;
- ✓ to enable students to conduct research in their field of study;
- ✓ to equip students with communication and public relation skills as well as media use;
- ✓ to enable students translate and interpret various discourses.

3. Professional and graduate Profile

3.1. Professional Profile

The program aspires to produce graduates who can give professional services to governmental and non-governmental organizations, private companies and different institutions. More specifically:

- ✓ graduates can join the teaching profession by taking additional education courses the main area of engagement is teaching
- ✓ graduates can be engaged in writing various types of reports (e.g., brochures, annual reports, magazines, work and performance evaluation reports etc.);
- ✓ graduates can be involved in different written discourses of science and technology (e.g., preparing manuals, guidelines, teaching materials etc.);
- ✓ graduates can be engaged in different translation works (e.g., translating scientific and literary works)

- ✓ graduates can be involved in editing various documents;
- ✓ graduates can work in media , publication and related activities;
- ✓ graduates can be involved researching and reporting in language related areas;
- ✓ graduates can be engaged in preparing memos, minutes and business communication activities;
- ✓ graduates can be involved in making reviews of various texts;
- ✓ graduates can be involved in creating and criticizing literary works.

3.2. Graduate Profile

On completion of the program, graduates would have the following competences and can:

- ✓ use English with high level of accuracy and fluency in (listening, speaking, reading, and writing);
- ✓ make critical analysis of English language texts and discourse;
- ✓ prepare seminars, forums and facilitate discussions and meetings in English;
- ✓ use appropriate English for business communications (writing memos, letters, minutes, reports, presentations, notices etc.);
- ✓ Interpret discourses and translate from and into the English language;
- ✓ write, edit, and review various texts;
- ✓ conduct a professional and critical analysis of literary works;
- ✓ conduct research;
- ✓ Facilitate and run public relations.

Core Competency Areas

- ✓ Oral proficiency(speaking and listening)
- ✓ Listening effectively and speaking fluently.
- ✓ Reading and writing fluently and accurately.
- ✓ Analyzing language.
- ✓ Managing communications.
- ✓ Linking organizations with the public.
- ✓ Writing and analyzing literary works.
- ✓ Interpreting discourse and translating to and from English.
- ✓ Surveying, analyzing and critiquing literary discourse.
- ✓ Editing, reporting, and analyzing media discourse.
- ✓ Conducting and reporting research and related technical report

4. Duration of Study

Successful completion of the program would require four years of study or eight semesters.(three years of major area study and one year of common courses)

5. Teaching/Learning Methods and Mode of Delivery

The mode of learning will be student centered, participatory and reflective. Students will be left to work individually, in pairs, and in groups and make presentations, reports and whole class discussion. The instructor designs meaningful tasks and monitor the ongoing learning process. Besides, he/she has a facilitating role during pair, group or/and whole class discussion.

6. Assessments and Evaluation Mechanisms

Students will be assessed both on continuous and final examination basis. The continuous assessment will be through portfolio writing, classroom presentation, written assignments, speech delivery etc the formal examination includes tests and final exam and is based on what the course covered. The letter grading would follow the norm referenced way of allocating letter grade.

7. Academic Requirements

7. 1 Admission Requirement

Based on the criteria given by MOSH**E**

7.2 Graduation requirements

To graduate in English Language and Literature, a trainee should have:

- ✓ a minimum overall CGPA of 2.00;
- ✓ no " F" grade in any of the courses

8. Degree Nomenclature

Upon successful completion of the program, candidates would be awarded

'Bachelor of Arts Degree in English Language and Literature'

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9. Quality Assurance

The quality of teaching can be assured through making available references and text books and teaching materials. Besides, well qualified staff members in different streams of English and better facility of laboratories may enhance the quality of education. Moreover, the potential stakeholders/employers and the alumni will be consulted to get feedback about the quality of the education program. The quality of the program will be evaluated by both internal and external quality audit as the standards set by HERQA. It will also be assured by a permanent scheme of assessment and evaluation that will be collaboratively undertaken by the department and stakeholders. Nevertheless, the program can be revised by the directions of MOSHE following a national policy and strategy changes.

10. Course code assignment

The codes given to **courses** have three digits. The first digit indicates the year in which the course is delivered, the two digits indicate semester (odd numbers shows first semester even numbers shows second semester)

Year I semester I

No	Course Title	Course Code	CrHrs
1	Critical Thinking		3
2	Economics		3
3	Global trends		2
4	Communicative English skills I		3
5	Geography of Ethiopia and the Horn		3
6	Math's for social science		3
7	General Psychology		3
8	Physical Fitness		2
		Total	22

Year I Semester II

No	Course Title	Course Code	CrHrs
1	Introduction to emerging technologies		3
2	Anthropology		2
3	Entrepreneurship		3
4	History of Ethiopia and the Horn		3
5	Communicative English skills II		3
6	Moral and Civics		3
		Total	20

Coherence of area course offering: core Area: listening, speaking reading, writing literature, linguistic, communication

Y ear II semester I

No	Course Title	Course Code	CrHrs
1	Grammar in use	En La 201	3
2	Spoken English I	En La 203	3
3	Listening skills	En La 205	3
4	language and linguistics	En La 207	3
5	Fundamentals of literature	En La 209	3
6	Reading skills I	En La 211	3
		Total	18

Year II semester II

No	**Course Title**	**Course Code**	**CrHrs**
1	Sophomore English	En La 202	3
2	Spoken English II	En La 204	3
3	Reading skills II	En La 206	3
4	Selected world literature in English	En La 208	3
5	phonetics and phonology	En La 210	3
6	Theory of communication	En La 212	3
		Total	18

Year III semester I

No	**Course Title**	**Course Code**	**CrHrs**
1	Advanced writing	En La 301	3
2	Morphology & syntax	En La 303	3
3	Short story	En La 305	3
4	Advanced speech	En La 307	3
5	Principles and practices in journalism	En La 309	3
6	Research and report writing	En La 311	4
		Total	19

Year III semester II

No	**Course Title**	**Course Code**	**CrHrs**
1	The Novel	En La 302	3
2	Advanced writing II	En La 304	3
3	Introduction to Poetry	En La 306	3
4	Semantics and Pragmatics	En La 308	3
5	Ethiopian Literature in English	En La 310	3
6	Literary theory and criticism	En La 312	3
		Total	18

Year IV Semester I

No	**Course Title**	**Course Code**	**CrHrs**
1	African Literature in English	En La 401	3

2	poetry	En La 403	3
3	English in Public relation	En La 405	3
4	Socio Linguistics	En La 407	3
5	Seminar on a Selected Topics	En La 411	3
6	Editing	E nLa 413	3
		Total	18

Year IV Semester II

No	**Course Title**	**Course Code**	**CrHrs**
1	Translation and interpretation	En La 402	3
2	Creative writing	En La 404	3
3	Media English	En La 406	3
4	Discourse analysis	En La 408	3
5	Senior essay (Thesis)	En La 410	3
		Total	15

Course Title: Listening Skills

Course Code: EnLa 205

Credit Hours: 3

Course Rationale

Taking the course Listening exposes students with basic listening skills using Varity of listening tools. The tasks create an immense opportunity for the students to deal with listening authentic texts and speeches which lead to enhance their language competence in general, and listening competence in particular.

Course objectives

At the end of this course, trainees will be able to:

- Have a clear understanding of the theoretical background to developing listening skills
- Apply various specific skills and strategies in listen effectively
- Develop interest in learning to listen in English independently

Course Description

This course includes theoretical discussion: approaches to learning to listen, characteristic of effective listening, problems in learning to listen to English and their teaching implications; practice of various micro-skills of listening, such as listening for gist ; for specific details, understanding explicit and implicit meanings, predicting, inferring, selecting relevant information and note-taking activities and extensive listening.

Course Contents

1. Introduction
2. Listening difficulties
3. Characteristic of effective listening
4. Pronunciation

   1.4.1. Consonants of English

   1.4.2. Vowels of English

   1.4.3. Syllabification and word stress

5. Understanding intonation and stress
6. Listening strategies

6.1. Predicting

6.2. Using background knowledge

6.3. Listening for main ideas

6.4. Listening for organization and general picture

6.5. Listening for specific ideas

6.6. Listening for details

7. Interpretive listening

7.1. Author's attitude

7.2. Context

8. Using verbal and non-verbal clues for effective listening (transitions, vocals, body language, voice, quality, gesture, context)

Methodology

- Listening practice in laboratory
- Group and pair work
- Additional Individual listening practices
- Active lecture
- Demonstration
- Role play
- Oral presentation
- Self reflection
- Individual work (class, home take)

Mode Assessment

- Continuous Assessment 60%
- Final exam 40%

References

Dalton, C. and Seidlhofer, B. (1995) *Pronunciation*. Oxford University press

McCarthy. (1998) *Spoken Language and Applied Linguistics*. Cambridge University Press.

O'conor .(1998). *Better English pronunciation*: Cambridge

Thorne, S. (1997) *Mastering Advanced English Language*. Macmillan Press Ltd

Verderber, R. 1987. *Communicate.* Wads worth Publishing Company.

Course Title: Spoken English I

Course Code: EnLa 203

Credit Hours: 3

Course Rationale

The course is essential in that it mainly addresses one of the four major skills of language– speaking and English language specialists need to use the language fluently, accurately and appropriately. More importantly, they also need both interpersonal and mass communication skills. Basically, spoken ability is a fundamental component of language ability, because language is primarily spoken. As a matter of fact, spoken language has its own genres and conventions that make it different from the written language. Hence, it demands credit in language.

Course Objectives

At the end of the course, the students will be able to:

- produce English sounds appropriately
- improve their oral proficiency
- gain confidence in using the language
- use different expressions easily appropriate to different situations

Course Description

The main aim of the course is to enable students develop their ability to express themselves fluently and with a reasonable level of accuracy and appropriacy. It dwells on the production (practical activities) of the basic sounds (phonemes) of the English Language and their phonetic transcriptions; it also focuses on the following functions: introducing oneself and others, greetings and partings; describing people, expressing likes and dislikes (expressing preferences), making and developing conversations, expressing opinions (agreeing and disagreeing), thanking, apologizing, making request, giving advice, and giving directions. Students listen to a variety of model dialogues and productions – spoken discourse. This entails accuracy focused dialogue completion exercises and pronunciation works. It also includes directed listening to taped conversations and role-plays in controlled, semi-controlled and free situations.

Course Contents

Part I: Pronunciation

1.1. Consonants of English
1.2. Vowels of English
1.3. Syllabification and word stress

Part II: Communication skills

2.1. Greeting and parting (Formal, informal)
2.2. Opening and closing conversation
2.3. Introductions and address systems (Introduction oneself, introducing others and cultural considerations (sex and age factors)
2.4. Thanking people and reply to thanks
2.5. Making a request
2.6. Apologizing
2.7. Agreeing and disagreeing
2.8. Expressing likes and dislikes
2.9. Asking for giving and receiving advice
2.10. Developing a conversation
2.11. Giving directions
2.12. Describing: People homes, neighbors, cities, experiences, plans, problems, holidays, customs, special events, abilities and skills, movies and books
2.13. Communicative Strategies

Methodology

- Group and pair works
- Task-based teaching – brainstorming, interviewing, predicting, problem-solving
- Role play - bringing outside situations to class and making students take different imaginative roles from different communicative situations
- Other fluency based activities
- Active lecture
- Oral presentation
- Self reflection
- Individual work (class, home take)
- Laboratory practice

Assessment Scheme

- Continuous assessment through role play, assignments, presentations, participation (in group or pair discussions), etc. (40%)
- Written examination (60%)

References

Baker, Ann and Goldstein Sharon (1990) Pronunciation Pairs Cambridge University press 7th ed. USA.

Bruder M.N and Tillitt. B. (1985) Speaking Naturally: Communication Skills in American English

Comfort J, Rogers P. Stott T, and Utley D, (1994) Speaking Effectively: Developing Speaking Skills for Business English. Cambridge University Press

Hancock, Mark (1995) Pronunciation Games 6thed Cambridge University press, Cambridge

Mills, Martin (1990) NEXUS: English for Advanced Learners. Heinmann

O'Connor. D.J. (1998) Better English pronunciation second Edition Cambridge University press Cambridge

Porter, P. A. nad Grant, M. 1992. Communicating Effectively in English: Oral Communication for Non-Native Speakers. Boston: Henle and Henle

Richards. Tack (1991) Interchange: English for International Communication. Cambridge University Press

Rogerson, Pamela and Gilbert, Judy (1990) Speaking clearly: Pronunciation and Listening comprehension for Learners of English 9th ed. Cambridge University press. Cambridge

WallWork, Adrian (1997) Discussions A-Z Advanced: a resource book for speaking Activities CUP

Wondwosen Tamirat. 1998. Spoken English: Reference and practice. Addis Ababa: St.

Course Title: Spoken English II

Course Code: EnLa 204

Credit Hours: 3

Prerequisite: Spoken English I (EnLa 203)

Course Rationale

The course is essential in that it deals with one of the four major skills of the language. Basically, spoken ability is a fundamental component of language ability, because language is primarily spoken. As a matter of fact, spoken language has its own genres and conventions that make it different from the written language. Hence, it demands credit in language. On top of this, the trainees are expected to speak English with a better fluency and accuracy. More importantly, they also need both interpersonal and mass communication skills.

Course Objectives

At the end of the course, the students will be able to:

- express themselves well in English
- build their confidence and fluency in English
- understand and respond to others speaking in English and being understand by others
- understand different speech meant for different purposes
- appreciate various ways of saying the same thing
- use different expressions easily appropriate for different situations

Course Description

The course focuses on improving students' pronunciation and communication skills. It emphasizes the communicative use of the spoken language in meaningful and real language contexts. The classroom teaching gives input but the main component of the course is practice both in class and in laboratory. Through practice students are helped to use English sounds, communicative functions, language structures, vocabulary, and discourse patterns accurately and appropriately.

The course is presented in an integrative mode (i.e. listening and speaking) because they usually go together and cannot be separated. The course emphasizes the higher levels of spoken English

because the basic functions are believed to be covered in the spoken course preceding this specific subject, and thus their inclusion would be redundancy.

Course Contents

1. Pronunciation Practice (Stress, Intonation, Rhythm, Pitch)
2. Expressing Opinion
3. Asking for permission
4. Offering help
5. Praising people
6. Complaining
7. Telephoning
8. Interview
    - 8.1. Language of the interview
    - 8.2. Types of questions
    - 8.3. Stages in interview
    - 8.4. Job interview
    - 8.5. Organization
    - 8.6. Ethical considerations and guidelines
9. Group Discussion
    - 9.1. Kinds of discussion
    - 9.2. Purposes of discussion
    - 9.3. Useful expressions
    - 9.4. Roles of the discussants and leadership
    - 9.5. Procedures in discussion
10. Debate
    - 10.1. What is debate?
    - 10.2. Kinds of debate
    - 10.3. Debate propositions and evidence
    - 10.4. Reasoning procedures
11. Acting in Plays

Methodology

- Group and pair works
- Task-based teaching – brainstorming, interviewing, predicting, problem-solving
- Role play - bringing outside situations to class and making students take different imaginative roles from different communicative situations
- Other Fluency based activities
- Lecture
- Oral presentation
- Self reflection
- Individual work (class, home take)
- Role play

Assessment Scheme

- Continuous assessment through role play, assignments, presentations, participation (in group or pair discussions), etc. 40%)
- Written examination (60%)

Reading List

Mills, M. 1990 Nexus: English for Advanced Learners. Oxford: Heinemann.

Nadeau, R, Jablonski, C. and Gardner, G. 1993. Speaking Effectively in Public Settings: A modern Rhetoric with a Transitional Base. Lanham: University press of America

Newcombe.1988. Communication: An Introduction to speech. Newton: Allyn and Bacon

O'connor, R.J. 1988. Speech: Exploring Communication. New Jersey: Prentice Hall

Porter, P. A. nad Grant, M. 1992. Communicating Effectively in English: Oral Communication for Non-Native Speakers. Boston: Henle and Henle

Thompson, A. Words into Speech.

Verderber, R.F. 1987 Communicate! Belmont: Wadsworth, Inc.

Wondwosen Tamirat. 1998. Spoken English: Reference and practice. Addis Ababa

Course Title: Advanced Speech

Course Code: EnLa307

Credit Hours: 3

Pre-requisite: Spoken English II

Course Rationale:

There are a multitude of reasons that advanced speech is important for students. Advanced speech is by nature important because it's a primary and powerful avenue to give of students and to share with others in a profitable way. Using public speaking effectively will allow students to make a difference in their business, community and perhaps even the world. By sharing their information with others, they're better able to increase the impact of their hopes, dreams, desires and goals for their life and the world around them. By learning how to effectively speak in public, Students will be able to increase their own self-confidence. It also helps students to make them more comfortable around other people, including strangers and it helps to make them more comfortable around other people, including strangers. Advanced speech will help fine-tine their everyday verbal and non-verbal communication skills. Moreover, it is often a powerful way to make a good impression on others and to help bridge gaps in understanding, cooperation and set goals and objectives. The skills they will glean by learning the art of public speaking can boost their performance and value in just about any arena - home, office or life at large. Learning to master public speaking early is a great way for students to perform better in college, as well as offer them greater opportunities to be accepted into their top choice schools.

Course Objectives

Upon the completion of the course, students will be able to

- Outline the components of speech
- Build confidence to speak in public
- Deliver speeches of various kinds in public

Course Description

The course dwells on raising students' awareness about what speaking in public is, various purposes we speak for, types of speech from delivery and content points of view, structure of a speech, steps of preparing a speech, controlling stage fright and non-verbal supplements of speech delivery.

Course Contents

1. Introduction
2. Defining Public Speaking
3. Purposes of Speech
4. Types of Speech

4.1 Impromptu,

4.2Extemporaneous,

4.3 Manuscript Reading

4.4 Informative, Entertainment, Inspirational, Persuasive Speeches

5. Parts of a Speech
6. Stage Fright

6.1-Reasons for Stage Fright

6.2- The value for Stage Fright

6.3-Guidelines for Controlling Stage Fright

7. Preparing a Speech
8. 7.1. Analyzing Audience

7.2 Choosing a Topic

7.3 Deciding a Purpose

7.4 Gathering Information

7.5Organizing Information

7.6. Practicing

9. Delivery
10. Language Use in Speech
11. Non-verbal communication

- Eye Contact
- Space
- Voice Quality and other Prosodic and Paralinguistic Features
- Personal Appearance, Posture and Movement
- Facial Expressions and Gesture

Methodology

- Lecture
- Group/pair work
- Oral presentation
- Self reflection
- Individual work (class, home take)

Evaluation Scheme

- Continuous assessment = 60%
- Test 1----------10%
- Quiz ----------5%
- Test 2----------10%
- Assignment ----------15%
- Final exam 40%

References

NewCombe, P. J. Communication: An Introduction to Speech. Newton: Allyn and Bacon. Inc.

Porter, P. A. nad Grant, M. 1992. Communicating Effectively in English: Oral Communication for Non-Native Speakers. Boston: Henle and Henle

Verderber, R.F. 1987 Communicate! Belmont: Wadsworth, Inc.

O'connor, R.J. 1988. Speech: Exploring Communication. New Jersey: Prentice Hall

Course Title: Advanced Writing I

Course Code: En La 301

Credit Hours: 3

Course rationale

This course focuses on enhancing the skill of writing which is very fundamental for academic purpose. Advanced writing I can boost students' skill of writing at the discourse level. That is students can develop deep understanding of how to synthesize ideas at the essay level by using the techniques of description, argumentation and narration.

Course Objectives

At the end of the course, students will be able to

- Express themselves in writing accurately and appropriately
- Accomplish standardized academic and personal essays and business writings
- Produce longer and well-organize texts;
- Argue persuasively;
- Write to achieve different purposes

Course Description:

Advanced writing I designed to help students develop their writing skills. In the course, students will be exposed to the skills of organizing ideas, drafting texts, and revising the drafted texts. The texts include coherent paragraphs and essays which can deal with logical arrangement and development of ideas like description, argumentation, narration and exposition (definition, exemplification, process, comparison and contrast, cause and effect, etc). In addition, it focuses on explaining cause-effect relationships (recognizing salient features, identifying the language of cause-effect explanation, constructing cause-effect statement, and synthesizing facts in to cause-effect explanation).Besides, through all stages of the course, grammatical and fluency issues will be addressed so that students build up their confidence and awareness about academic writing in general and essay writing skill in particular.

Course Contents

1. EXPLORING THE ESSAY
    1.1. Defining Essay
    1.2. The Structure of an Essay
        2.1.1. Writing the Introduction
        2.1.2. Writing the Body
        2.1.3. Writing the Conclusion
2. THE PROCESS OF WRITING OR WRITING AS A PROCESS
    2.1. The Topic Selection Process
    2.2. The Outlining Process
    2.3. Thesis Statement
    2.4. Objectives of a Thesis
    2.5. The Value of an Exact Thesis
    2.6. Organizing the Composition
3. WRITING EXPOSITORY ESSAYS
    3.1. Comparative Essays
    3.2. Classification Essay
    3.3. Definition Essay
    3.4. Process Essay
    3.5. Language (Jargon, Tense, etc) use in Expository Essay
4. DESCRIPTIVE ESSAYS
    4.1. Language use in Descriptive Writing
    4.2. Ways of Developing Descriptive Writing
    4.3. Patters of Developing Descriptive Writing (side to side, top- bottom, etc.)
    4.4. Describing People
    4.5. Describing Places
    4.6. Describing Objects
    4.7. Describing Events
5. WRITING NARRATIVE ESSAYS
    5.1. The structure of Narrative Essays

5.2. Developing Narrative Essays

5.3. Writing Historical Narratives

5.4. Composing Biographical Narratives

5.5. Language (Jargon, Tense, etc) use in Narrative Essay

6. WRITING ARGUMENTATIVE ESSAY

6.1. Introduction

6.2. Analyzing an Argument Critically

6.3. Dangers in Developing Arguments

6.4. Points to be Considered in Writing an Argument

6.5. Detecting Fallacies in Argumentation

6.6. Language (Jargon, Tense, etc) Use in Argumentative Essay

6.7. Ethics in Persuasive Writing

7. EXPLAINING CAUSE-EFFECT RELATIONSHIPS

7.1. Recognizing Salient Features

7.2. Identifying the Language of Cause-effect Explanation

7.3. Constructing Cause-effect Statement

7.4. Synthesizing Facts in to Cause-effect Explanation

METHODOLOGY

- Active lecture
- Group/pair work
- Oral presentation
- Self-reflection
- Individual work (class, home take)

EVALUATION SCHEME

- **Continuous assessment ----------60%**
  - Test 1----------10%
  - Quiz ----------5%
  - Test 2----------10%
  - Assignment ----------15%
- **Final exam ----------40%**

Course Title: Advanced Writing II

Course Code: En La304

Credit Hours: 3

Course rationale:

Advanced writing II is significant for students in academic and non-academic contexts. In their academic career, it gives them the opportunity to work on problem-solving activities designed as requirements of the course. In the course, they may be required to read, write, organize, analyze, interpret, and present their work in class. In doing so, students will develop their writing skills. This in turn has valuable contribution in their work of other courses like research and report writing and senior essay. For this reason graduates are expected to have good competence in writing skills.

Course Objectives

At the end of the course, students will be able to

- Express themselves in writing accurately and appropriately
- Accomplish standardized longer and well organized academic and personal essays and business writings
- Re-write and edit poorly written texts
- Write effective summary of long texts
- react to written materials
- review books and other longer texts
- interpret graphs and charts
- Write reports

Course Description:

Advanced Writing II focuses on various modes of advanced level of writing: Writing summary, types of summary, descriptive, evaluative, stages of summarization systems, topic identification, interpretation/compaction, generation and process writing summery. Writing from reading, writing reviews and writing reactions and reflections are also parts of these course.Writing reports of various types like project reports, research reports and summarizing and paraphrasing written texts (Diary, memos, letters, and precise writing).

The course also includes information transfer; interpreting graphs, charts and tables and writing autobiographies and biographies.

Course Contents

1. WRITING SUMMARY
    - 1.1. Types of Summary
        - 1.1.1. Descriptive
        - 1.1.2. Evaluative
    - 1.2. Stages of Summarization Systems
        - 1.2.1. Topic identification
        - 1.2.2. Interpretation/compaction
        - 1.2.3. Generation
    - 1.3. Process of Summary writing
2. WRITING FROM READING
3. WRITING REVIEWS
    - 3.1. Definition
    - 3.2. Reasons for reviewing
4. WRITING REACTIONS AND REFLECTIONS
    - 4.1. Writing Reaction
    - 4.2. Writing Reflections
        - 4.2.1. Types of reflections
            - 4.2.1.1. Experiential Reflection
            - 4.2.1.2. Reading Reflection
5. WRITING REPORTS OF VARIOUS TYPES
    - 5.1. Project Reports
    - 5.2. Research Reports
    - 5.3. Summarizing and Paraphrasing Written Texts
    - 5.4. Diary, Memos, Letters, and Precise Writing
6. INFORMATION TRANSFER
    - 6.1. interpreting graphs
    - 6.2. charts and tables

7. WRITING AUTOBIOGRAPHIES AND BIOGRAPHIES
8. OTHER SPECIAL FORMS WRITING (DIARIES, JOURNALS, RECIPES, ETC)

METHODOLOGY

- Active lecture
- Group/pair work
- Self-reflection
- Oral presentation
- Individual work(class, home take)

EVALUATION SCHEME

- **Continuous assessment---------- 60%**
  - Test 1----------10
  - Quiz ----------10
  - Quiz 2----------10
  - Test 2----------10
  - Assignment 1----------10
  - Assignment 2----------10
- **Final exam ----------40%**

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https://www. reviewing.co.uk/-review.htm

Course Title: Grammar in Use

Course Code: En La 201

Credit Hours: 3

Course Rationale

English Grammar in Use is one English language courses that is offered with the ultimate goal of enabling students to become academically successful and competent.

Course Objectives

At the end of the course, the students will be able to:

- Write grammatically accurate sentences
- Produce grammatically acceptable utterances
- Use grammar thus learned to communicate effectively in different situations.

Course Description

This course aims to equip students with basic knowledge and application of English grammar. It intends to help the students see how the language works and internalize the grammatical forms in order to use them for the purpose of expressing meaning. With significant departure from traditional analysis of grammatical forms, the course assumes to focus on functions by way of contextualizing each structure to help students get themselves in a position to use English structures for communication purposes. To this end the course addresses the following elements of grammar: sentence elements and parts of speech; verb (types, functions), adjectives, adverbs and their clauses; kinds of clauses (dependent and independent); pronoun, pronoun antecedent agreement and pronoun reference; voice (active and passive); direct and indirect discourse; prepositions; reporting clauses; word formation and formation of lexical phrases; and modals. In addition, there will be speaking and writing tasks based on the above elements of grammar in order to contextualize each and every structure in functional way.

COURSE CONTENTS

1. ELEMENTS OF GRAMMAR
   - 1.1. Sentence Elements
     - 1.1.1. Nouns
     - 1.1.2. Adverbs
     - 1.1.3. Adjectives
     - 1.1.4. Verbs
     - 1.1.5. Pronouns
     - 1.1.6. Prepositions

2. PARTS OF SPEECH
   - 2.1 Nouns and their Types

2.2 Noun phrase
2.3 Noun Clause
3. VERBS
3.1. Types of Verbs
3.2. Functions of Verbs
4. ADJECTIVES AND ADVERBS
4.1. Adjectives
4.2. Adjectival Clauses
4.3. Adverbs
4.4. Adverbial clauses
4.5. Kinds of Clauses
4.6. Dependent Clause
4.7. Independent Clause
5. PRONOUN
5.1. Types of Pronoun
5.2. Pronoun–antecedent Agreement
5.3. Pronoun Reference
5.4. Prepositions
6. PUNCTUATION AND CAPITALIZATION
6.1. Capitalization
6.2. Punctuation
6.2.1. Full stop
6.2.2. Comma
6.2.3. Semicolon
6.2.4. Colon
6.2.5. Apostrophes
6.2.6. Quotation marks
7. CONJUNCTIONS
7.1. Coordination
7.2. Subordination
7.3. Adverbial Conjunctions
8. TENSES
8.1. Present Tenses
8.2. Past Tenses
8.3. Future Tenses
9. VOICE
9.1. Active Voice
9.2. Passive Voice
10. CONDITIONALS
10.1. Conditional Type I

10.2. Conditional Type II
10.3. Conditional Type III

11. MODALS
    11.1. Permission
    11.2. Obligation
    11.3. Deduction, etc
12. REPORTED SPEECH
    12.1. Direct
    12.2. Indirect

METHODOLOGY

- Lecture
- Group/pair work
- Oral presentation
- Self-reflection
- Individual work (class, home take)

EVALUATION SCHEME

- **Continuous assessment**---------- **60%**
  - Test 1----------10
  - Quiz ----------10%
  - Quiz 2----------10%
  - Test 2----------10%
  - Assignment 1----------10%
  - Assignment 2----------10%
- **Final exam** ----------**40%**

REFERENCES

Alexander L. G. (1995),*Longman English Grammar Practice*, England, Longman House.

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Course Title: Reading Skills I

Course Code: En La 211

Credit Hours: 3

Course rationale

Reading is one of the skills of language and it is one way through which people communicate on different issues. It is also the basement for the development of writing skill. Hence, if students are expected to equip themselves in all the basic skills, they need to develop the reading skill. That is why reading is given for English major students.

Course Objectives

By the end of the course the students should be able to:

- develop different reading strategies to be applied during reading unfamiliar texts independently
- appreciate various text organizations and discourse patterns
- use different text attack skills
- demonstrate improved reading speed and comprehension

Course Description

The course has been designed on the ground that English language students need to be equipped with the different skills of reading in order to be able to successfully read different texts. Hence the course introduces learner mainly to general concepts related to reading, definitions of reading, practicing on reading strategies, reading process, types of reading, levels of reading, faulty reading habits, text attack skills, understanding text organization, developing reading speed and comprehension, predicting skills, understanding literal Meaning, inferential meaning, evaluative meaning, reading purposes, levels, and types of reading. It is also concerned with reading for gist, reading for specific ideas, skimming, scanning, developing reading speed and comprehension, interpretation, predicting skills, understanding text organization and various text attack skills, recognizing and interpreting cohesive devices, and rhetorical organization.

Course Contents

1. DEFINING READING

2. PURPOSES OF READING
    2.1. Reading for Pleasure
    2.2. Reading for Critique
    2.3. Reading for Information
3. READING STRATEGIES AND TECHNIQUES
    3.1. Inferences
    3.2. Guessing Meaning from Contexts
    3.3. Skimming or Scanning/ Reason for Skimming/Scanning
    3.4. Predicting, Previewing and Anticipating
4. DEFINING TEXT
    3.1 Coherence and Cohesion
    3.2 Coherence without Cohesion
5. THE READING PROCESS
    5.1. Pre-reading,
    5.2. Through Reading
    5.3. Post-reading
6. TYPES OF READING
    6.1. Loud
    6.2. Silent
    6.3. Intensive
    6.4. Extensive
7. LEVELS OF READING (UNDERSTANDING MEANING)
    7.1. Literal Meaning
    7.2. Inferential Meaning
    7.3. Evaluative Meaning
8. FAULTY READING HABITS
    8.1. Reading one word at a time
    8.2. Reading Everything at the Same Time
    8.3. Vocalization and Sub vocalization
    8.4. Regression/Skipping Back
    8.5. Lack of Preparation/Information Overloading
9. TEXT-ATTACK SKILLS: UNDERSTANDING SENTENCE SYNTAX
    9.1. Complex Noun Groups
    9.2. Nominalization
    9.3. Co-ordination
    9.4. Subordination
    9.5. Proportional Phrases
10. RECOGNIZING AND INTERPRETING COHESIVE DEVICES
    10.1. Interpreting Reference and Substitution
    10.2. Interpreting Elliptical Expressions

10.3. Interpreting Lexical Cohesion

11. RHETORICAL ORGANIZATION

11.1. Organization of Sentences into Paragraphs

11.2. Organization of Paragraph into Texts.

METHODOLOGY

- Lecture
- Group/pair work
- Oral presentation
- Self-reflection
- Individual work (class, home take)

EVALUATION SCHEME

- **Continuous assessment ----------60%**
  - Test 1----------10%
  - Test 2----------10%
  - Assignment 1----------10%
  - Assignment 2----------10%
  - Quiz 1----------10%
  - Quiz 2----------10%
- **Final exam----------40%**

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Christine Nuttall (1982),*Teaching Reading Skills: Practical Language Teaching*. London:Heinman Educational Books

Francoise Grellet (1986),*Developing Reading Skills: Practical Guide to Reading comprehension Exercises*. Cambridge: Cambridge University Press.

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Wallace, C. (1992) Reading: Oxford University press.

http://www.gavilan.edu, Four Levels of Reading –Gavilan College.

Course Title: Sophomore English

Course Code: En La 202

Credit Hours: 3

Course rationale

Sophomore English focuses on improving students' writing skills which is very fundamental for academic purpose. It provides students with the language skills, the vocabulary and the grammar lessons for the development of written language. It also offers specific techniques to correct different sentence errors and to add structure, coherence and clarity to students' exposition, narrative, descriptive and argumentative writing.

Course Objectives

By the end of the course the students should be able to:

- Construct meaningful sentences in English;
- Learn to compose a paragraph that has a clearly stated topic sentence and details ;
- Use appropriate coordination and subordination skills to relate ideas;
- Identify and correct common sentence problems
- Write different letters for different purposes, CV/Resume and writing reports

Course Description

Sophomore English course includes sentence level writing: basic English sentence structure; writing accurate sentences i.e. avoiding fragments: run-on sentences, agreement faults, faulty parallelism, dangling construction, etc. Paragraph level writing: topic sentence and supporting details, structure, essentials of a paragraph, characteristics of an effective paragraph, basic types of paragraphs (expository, narrative, descriptive and argumentative). Besides, it emphasizes on various ways of developing ideas in a paragraph, such as definitions, exemplification, classification, cause and effect, as well as comparison and contrast methods. Furthermore, it includes basics of writing discourse paragraph: descriptive, narrative, expository, and argumentative. It also dwells on basics of report writing skills, the lay out and format of letters and curriculum vitae.

Course Contents

1. THE SENTENCE
    1.1. Types of Sentences
        1.1.1. By their function

1.1.2. By their structure

1.2. Combining Sentences

1.2.1. Coordination

1.2.2. Subordination

1.2.3. Correlation

1.2.4. Using relative pronouns

1.3. Basic Sentence Faults

1.3.1. Sentence fragment

1.3.2. Comma splice

1.3.3. Run-on or fused sentences

1.3.4. Faulty agreement

1.3.5. Faulty reference of pronouns

1.3.6. shifts in point of view

1.3.7. Faulty parallelism

1.3.8. Dangling modifier

2. THE PARAGRAPH

2.1. Parts of a Paragraph

2.1.1. The topic sentences

2.1.2. Supporting sentence

2.1.3. concluding/transitional sentence

2.2. Types of Paragraph

2.3. Characteristics of an Effective Paragraph

2.3.1. Unity

2.3.2. Coherence

2.3.3. Adequate development

2.4. Methods of Text Development

2.4.1. Illustration

2.4.2. Classification

2.4.3. Comparison and contrast

2.4.4. Cause and effect

2.4.5. Definition

2.4.6. Process

2.4.7. Problem to Solution

3. LETTER WRITING

3.1. Letter Format

3.2. Parts of Letter

3.3. Common Types of Correspondence

3.3.1. Letter of application

3.3.2. Letter of request

3.3.3. Letter of refusal

3.3.4. Letter of claim or complaint

3.3.5. Thank you letters, etc.

4. Writing a CV/Resume

5. Writing Reports

METHODOLOGY

- Lecture
- Group/pair work
- Oral presentation
- Self-reflection
- Individual work (class, home take)

EVALUATION SCHEME

- **Continuous assessment---------- 60%**
  - Test 1----------10%
  - Quiz ----------10%
  - Quiz 2----------10%
  - Test 2----------10%
  - Assignment 1----------10%
  - Assignment 2----------10%
- **Final exam ----------40%**

REFERENCES

Alexander, L.G. (1998), Essay and Letter Writing.Longman.

B. Brandon, L .(2001), **Paragraphs and Essays : A work Text with Readings**. New York Hughton Mifflin Company

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* Jenny and Seville, Time (1998), Modern Business Letter Writing. Tarring Paperbacks: Vikas Publishing House Pvt. Ltd., Delhi

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Writer's Choice : Grammar and Composition

Course title: Introduction to Language and Linguistics

Course code: EnLa 207

Credit hours: 3

Course description:

This is an introductory course that introduces about the different concepts of language and linguistics. It begins with the very definition of language and linguistics and discuses about the characteristic features of human language as opposed to other means of communication. It teaches the different speculations about the origin of human language. It also deals with the different branches / concepts of linguists by giving major emphasis to the different structural aspects of a language.

Course objective:

By the end of the course, students will be able to know the definition of language and linguistics, features of human language, and the different branches of linguistics. They will also have the first insight to what linguistics deals with.

Course contents:

1. Introduction
   - 1.1. Definition of language
   - 1.2. Nature and characteristic features of human language
   - 1.3. Origin of human language
   - 1.4. Linguistics as a science of language
   - 1.5. Micro and macro branches of linguistics
2. Phonetics: production, transmission and reception of speech sounds
   - 2.1. Speech organs
   - 2.2. Speech sounds
   - 2.3. Description of speech sounds
   - 2.4. Transcription
3. Phonology: systematic patterning of speech sounds
   - 3.1. The concept phoneme
   - 3.2. Variants of a phoneme
   - 3.3. Phoneme identification
   - 3.4. Phonotactics

4. Morphology: the internal structure of words
    4.1. The concept morpheme
    4.2. Morpheme and variants of morpheme
    4.3. Morpheme identification
    4.4. Free and bound morphemes
    4.5. Inflectional and derivational morphemes
5. Syntax: the internal structure of sentences
    5.1. Phrase
    5.2. Types of phrases
    5.3. Sentence
    5.4. Representing the internal structure of phrases and sentences
6. Semantics: the study of meaning
    6.1. Levels of meaning
    6.2. Types of lexical sense relations
    6.3. Introducing sentence meaning

Delivery method:

- Lecture, individual and group work / assignment, and reading report.

Evaluation:

- Continuous assessment and or midterm examination 40%
- Final examination 60%

References:

Akmajian, Adriand et. al. 2010. Linguistics:An Introduction to Language and Communication. Cambridge: The MIT Press.

C. Poole, Stuart. 1999. An Introduction to Linguistics. Houndmills: Palgrave.

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W. Fasold, Ralph & Jeff Connor-Linton. 2014. An Introduction to Language and Linguistics. Cambridge: Cambridge University Press.

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Course title: Socio Linguistics

Course code: EnLa 408

Credit hours: 3

Course description:

This is a course that deals with language in relation to society. It teaches language use differences due to different social contexts like age, sex, social class and etc. The course encompasses also the basic concepts of language variation, language attitude and identity, language contact, and language policy and planning. It is an interdisciplinary course that provides the issue of language and society from the macro linguistics domain.

Course objective:

After taking the course, students will be able to define and differentiate Sociolinguistics and the Sociology of language. It is also expected that students will know the different social contexts that result in language use differences. It should also be the one that makes students understand the definition and basic notions of variations of language, language attitude and identity, language contact, and language policy and planning from different contexts.

Course contents:

1) Sociolinguistics: language in relation to society

1.1 language

1.2 Society and concepts / variables related to language use differences

1.3 Sociolinguistics and the Sociology of language

2) Language variation

2.1 Causes / reasons of language variation

2.2 Points those linguistic varieties indicate

2.3 Types of varieties

2.3.1 Dialect: definition, illustration, and the concept mutual intelligibility

2.3.2 Idiolect

2.3.3 Accent

2.3.4 Isogloss

2.3.5 Standard language / variety

2.3.6 Vernacular language

2.3.7 Pidgin

2.3.8 Creole

2.3.9 Style

2.3.10 Register

2.3.11 Jargon

2.3.12 Slang

2.3.13 Argot

2.3.14 Patios

2.3.15 Linguafranca

2.4 Functions of the varieties of language

3) Language attitude and identity

3.1 What is language attitude?

3.2 Ways to test language attitude

3.3 What is identity?

3.4 Types of identity

4) Language contact

4.1 Results of language contact

4.2 (Monolingualism), bilingualism, and multilingualism

4.3 The effects of bilingualism: code-switching, code-mixing, and borrowing

4.4 The concept diglossia: classical and extended diglossia

4.5 Language death, language shift, and language maintenance

5) Language planning and language policy

5.1 What is language planning: definition and explanation

5.2 Language policy: definition

5.2.1 Language policy in Ethiopia: pre-Derg and post-Derg era

5.3 Language standardization: definition and explanation

5.3.1 How to standardize, why do we standardize, and who should standardize

6) Language, society, and culture

6.1 The relationship among language, society, and culture

6.2 Taboo and euphemism

Delivery method:

- Lecture, individual and group work / assignment, and class participation.

Evaluation:

- Continuous assessment and or mid-term examination 40%
- Final examination 60%

References:

Coupland, Nikolas. 2007. Style: Language Variation and Identity. Cambridge: Cambridge University Press.

Fasold, Ralph. 2008. *Thesociolinguisticsof Language*. Cambridge: Cambridge University Press.

Holmes, Janet. 2013. An Introduction to Sociolinguistics. London: Routledge.

Hudson, R. A. 2001. *Sociolinguistics.* Cambridge: Cambridge University Press.

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L. Cooper, Robert. 2010. Language Planning and Social Change. Cambridge: Cambridge University Press.

Schiffman, Harold 1996. Linguistic Culture and Language Policy. London: Routledge.

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Wardhaugh, Ronald. 2010. *An Introduction to Sociolinguistics.* West Sussex: Chichester.

Course Title: Research and Report Writing

Course Code: EnLa 311

Credit Hours: 4

This course introduces students to notion of research, purposes of research, types of research, research proposal, instruments of data collection, steps in research design, sampling, data processing, analysis and interpretation, and research report writing. It also deals with paradigms in research: positivist tradition, post positivist tradition, the quantitative-qualitative data base, and theories in research design (phenomenology, ethnography, critical sociology, and constructivism).

Table of Contents

I Introduction to Research

1. Science and Scientific Research
2. Types of research
3. The Research Process
4. Theories in Scientific Research

II. Basics of Empirical Research

5. Research Design
6. Measurement of Constructs
7. Scale Reliability and Validity
8. Sampling

III. Data Collection

8. Survey Research

9. Experimental Research

10. Case Research

11. Interpretive Research

IV. Data Analysis

12. Qualitative Analysis

13. Quantitative Analysis: Descriptive and Inferential Statistics

14. Report writing

Methodology

- Active lecture
- Group/pair work
- Project
- Oral presentation
- Self-reflection
- Individual work (class, home take)

Assessment

- Classroom Continuous assessment 20%
- Mini project work - 20%
- Final Exam - 60%

References

Best, J.W. & James V. Kahn (1998)Research in Education

Berg, Bruce L. (1995). Qualitative Research Methods for the Social Sciences. 2nd ed. Bhattacherjee, A. (2012) Social Science Research: Principles, Methods, and Practices. Textbook collection

Brown, J.B. &Coombe, C (eds) (2015) The Cambridge Guide to Research in Language Teaching and Learning. Cambridge: CUP.

Brown, J.D .(1988) Understanding research in second language learning: A teacher's Giude to statistics & Research Design.

Campbell D. T.& Stanley JC (1963).Experimental and QuasiExperimental Designs for Research. Chicago: Rand McNally.

Dornyei, Z. (2007) Research Methods in Applied Linguistics. Oxford, OUP.

Duff, P.A (2008) Case Study Research in Applied Linguistics. New York: Lawrence Erlbbum Associates

Mimillan, J.H.(1997)Research Methods in Education

Nunan, D. (1992) Research Methods in Language Learning. Cambridge: CUP.

Seyler, D. (1993) Doing Research: The Complete Research Paper Guide. McGrawHill : New York.

Wiersma, M. (1991)Research Methods in Education: An Introduction.

Veit , R.(199) Writing , Reading and Research McMillan, New York.

Course Title: Translation and Interpretation

Course code: EnLa 402

Credit hours: 3

Course Description

This course aims to guide students through key aspects of modern theories in Translation and Interpreting studies and their impact on Translation and interpreting practice. Studying them will help students to develop their insight into the process involved in translation and interpreting, enhance their awareness of ethical considerations and increase their understanding of the main quality assessment criteria of translation and interpreting practice. Then the course precedes with controlled and free practice activities where students personally come into contact with the translation work. The coverage is limited to translating form and into English, as the students are, as a principle, expected to work and have a greater contact with English as their major area of specialization.

Objectives

On successful completion of the course, students will be able to demonstrate:

- A systematic knowledge of contemporary approaches to translation and interpreting.
- A critical understanding of concepts of quality that pertain to translation and interpreting practice.
- An understanding of conceptual tools for translation-orientated text analysis and text creation.
- Knowledge and understanding of the different stages in the creation of a translation and the breadth of skills required for its production.
- Knowledge and understanding of the interpreting process and its stages and mechanisms to produce competent interpreting performance.
- An awareness of ethical considerations which inform judgements about translation and interpreting practice.
- The capability to reflect and reason critically on the application of translation and interpreting theories to their translation practice and interpreting performance.

Course Contents

1. What is translation and /or interpretation?
    1.1. Definition
    1.2. Types of translation
2. Theories of translation and interpretation
3. Translation strategies
4. The unit of translation
5. Types of texts
6. The analysis of meaning
7. Dynamic equivalence and the receptor of the message
8. Textual pragmatics and equivalence
9. Method/procedures and process of translation
10. Semantic vs. Communicative translation
11. Loss of meaning
12. Requirements for the translator
13. Literary translation
14. Propositions about translation
15. Testing translation
16. Translation in the information technology era
17. Additional issues in Interpretation

Methodology

- Active lecture
- Group/pair work
- Project
- Oral presentation
- Self-reflection
- Individual work (class, home take)

Assessment Scheme

Continuous assessment - 40%

Final Exam - 60%

References

Angelelli, C. & Jacobson, H. (eds) (2009) Testing and Assessment in Translation and Interpreting Studies. A call for dialogue between research and practice Amsterdam/Philadelphia: John Benjamins.

Baker, M. (2011) In Other Words: A Coursebook on Translation london: Routledge

Gile, D., Hansen, G. &Pokorn, N.K. (eds) (2010) Why Translation Studies Matters Amsterdam/Philadelphia: John Benjamins

Hatim, B. &Minday, J. (2004) Translation. An advanced resource book Abingdon and New York: Routledge

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Narr Nord, C. (1997) Translation as Purposeful Activity: Functionalist Approaches Explained Manchester: St.

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Venuti, L. (ed) (2000) The Translation Studies Reader, 2nd Ed London: Routledge

Course Title: Editing

Course Code: Engl 413

Credit Hours: 3

Course rationale:

Broadly speaking, editing is the process of identifying errors which potentially reduce the quality of video, audio or written material. This in turn serves consumers to get quality products, and broadness the productivity of professionals in the area of art. However, in this context we are limited to text editing. Text editing particularly, refers to the essence of revising, rewriting, deleting, changing or shaping of written materials. In one way or another it is an endeavor towards producing best quality texts, which requires basic editing concept.

Course Objectives

The course is designed to

- Introduces students with the concepts of editing, editorial writings, and editor's responsibilities.
- Equip students with the principles and techniques of editing written, audio and visual materials
-

Course Description

Editing is not writing and production. It is beyond. It is a way of making it consumable. Thus we understand that just being able to produce something is not enough for a language expert, but helping other producers have their products appealing to the potential addressee, or be the good the standard sample of its class. It is believed that this course helps the trainees in this regard. It covers a wide repertoire of topics like introducing the field of editing with its aims and functions, requirements of a good editor, editing journalistic, academic, literary, public and organizational materials, and symbols for editing.

Course Contents

1. Defining Editing
2. Objectives of Editing
3. Functions of Editing
4. Qualities and Responsibilities of a Good Editor
5. Basic principles of language editing Style
   5.1. Clarity &Cohesion
   5.2. Emphasis ,&Coherence
   5.3. Concision ,&Length
   5.4. Elegance &,Usage
   5.5. Format, Layout
6. Writing Headlines
   6.1. Functions of Headlines
   6.2. Typographical Patterns of Headline writing
   6.3. Mechanics of Headline Writing
7. Editing Pictures
8. Symbols for editing
9. Page Makeup
   9.1. Makeup of the Front Pages
   9.2. Types of Page Make up
10. Editorial Writing
    10.1. Definition and Function
    10.2. Ideas and Information for Editorials
    10.3. Planning and Writing Editorials
11. Letters to the Editor
    11.1. Purpose of the Letters' Column
    11.2. Types of Letters
    11.3. Criteria for Selecting Letters
    11.4. Editing Letters
12. Columns and Special Articles
    12.1. Definitions and Types of Columns

12.2. Writing Special Articles

13. Cover Designing

14. The Use of Headings

15. Editing Books, Journals, Proceedings, and Other Documents

Methodology

- Active lecture
- Group/pair work
- Project
- Oral presentation
- Self-reflection
- Individual work (class, home take)

Assessment Scheme

Continuous assessment - 40%

Final Exam - 60%

References

Copperud, R. & Nelson, R. (1999).Editing the News.Brown Company Publishers.

David, J. (1998). Scooper.NowYork.Columbia University press.

Dennis, E. (1991). Comprehensive Graphic Arts.3rd Ed. McGraw Hill.

Drake, C. & Butcher, J. (2006).Butcher's Copy Editing. 4th Ed. CUP.

Kobre, K. (2000). Photo Journalism.Oxford; Focal Press.

Ginna, P. (ed) (2007) What Editors Do: The Art, Craft, and Business of Book Editing. Chicago: The University of Chicago Press Ltd.

Norton, S. (2009) Developmental Editing: A Handbook for Freelancers, Authors, and Publishers. Chicago: The University of Chicago Press Ltd.

Russel, B. (1994). Magazine Editing and Production Brown and Beach Mark

Williams, J.M. (1990) Styles Towards Clarity and Grace. Chicago: The University of Chicago Press Ltd.

Zinsser, W. (2001) On Writing Well: the classic guide to writing nonfiction. New York: Harper Collins Publications Inc.

Course Title: Seminar on Selected Topics

Course Code: EnLa 411

Credit Hours:

Course description

This course equips students with presentation skills. It deals with principles of effective communication, Seminar skills (signposting, delivery, using visuals, using non-verbal signals),
Here students are expected to select topics pertinent to the field of language and literature studies for the seminar. The seminar can either be based on a library topic, which should include the information on the history, current status and possible future of research or policy in a particular area or on a particular subject, or on students' own research project. Irrespective of the specific topic, seminars which tell a good story and have a clear take-home message are the memorable ones. Seminar presentation requires understanding the subject and the audience, preparation of slides, idea organization, speaking clearly and at a good pace, signposting, synthesis and concluding skills.

Course objectives

At the end of the course, students are expected to:

- Develop communication skills
- Develop effective intellectual and professional competence in seminar presentation
- Deliver effective oral presentation

1. **An Over view on the nature and characteristics of Research**
    - 1.1. Characteristics of a research
    - 1.2. Selecting and identifying a problem
    - 1.3. Considerations for identifying a research problem
    - 1.4. Sources of problems/topics
    - 1.5. Criteria for selecting a research problem/topic
2. **Steps in writing Research paper**
    - 2.1. Writing back ground
    - 2.2. Writing statement of the problem
    - 2.3. Writing objectives of the research
    - 2.4. Writing the significance of research
    - 2.5. Limitations during the research
    - 2.6. Delimitation of the research
    - 2.7. Review of related literature
    - 2.8. Designing the research methodology

2.8.1. Research Design

2.8.2. Population of the study

2.8.3. Sampling techniques

2.8.4. Tools of date gathering

2.8.5. Data collecting procedures

2.8.6. Analyzing and interpreting data

2.8.7. Writing conclusions, recommendations

2.8.8. Writing research report

3. **Writing a Proposal**

3.1. Assignment: Proposal writing

4. Academic Presentation

4.1. Basic requirements of academic presentation

4.1.1. Language features

4.1.2. Verbal and non- verbal elements

4.1.3. Content

4.1.4. Idea flow

4.1.5. Audibility

4.1.6. Clarity

4.1.7. Brevity

4.1.8. Paralinguistic features

5. Factors influencing academic presentation
6. Article reviews

References

C. R. Kothari. (2004). **Research Methodology: Methods and Techniques**. New Delhi: New age international (P) limited, publishers

Gall, M.D., Borg, W.R. and Gall, J. 1996.***Educational Research: An Introduction***(6th ed). New York: Longman.

Kumar, R. 1996. ***Research Methodology***. London: Longman.

Mishra, R. C,. 2005. ***Exploring Educational Research***. New Delhi: KulBhushanNangia.

Nunan, D, 1992. ***Research Methodology in Language Learning***. Cambridge: CUP.

Robert J. Hamper &L.Sue Baugh.(2011). **Hand book for writing proposals**.NewYorkMcGraw-Hill.

Singh, Y, K. 2005. ***Research Methodology***. New Delhi: KulBhushanNangia.

UrmilaRai,(2010), English Language communication Skills: Mumbai, Himalaya Publishing House

Course title: Phonetics and Phonology

Course code: EnLa 210

Credit hours: 3

Course description:

This course provides the issue of sound production and structure in detail. It defines phonetics and its different branches, teaches purpose of studying phonetics, and location of articulation. It devotes itself to the study of an overview of English phonetics, speech organs, and description and production of English sounds, i.e., consonants and vowels. It also teaches descriptive parameters of consonants and vowels. Moreover, it deals with the definition of phonology, the concept of phone, phoneme, allophone, and phoneme identification. In addition to the theoretical discussion, it enables students practice, exercise, and identifies the different speech sounds of English in a laboratory.

Course objective:

By the end of the course, students will be able to know the definition of phonetics and phonology and the concepts phone, phoneme, and allophone. Students will have also the knowledge on how to describe speech sounds phonetically, how to identify phonemes of a given language, how to pronounce words, and able to learn how to transcribe words phonetically and phonemically.

Course contents:

1) English Phonetics

1.1 Introduction

1.2 Purpose of studying phonetics

1.3 Location of articulation

1.4 An Overview of English Phonetics

1.4.1 Areas of study within phonetics

1.5 Speech organs

1.6 Description and Production of English Sounds

1.6.1 English Consonants

1.6.1.1 Place of articulation

1.6.1.2 Manner of articulation

1.6.1.3 Voicing state

1.6.1.4 Description of English consonants phonetically

1.6.2 English Vowels

1.6.2.1 Vertical position of articulators

1.6.2.2 Horizontal tongue position

1.6.2.3 Lip position

1.6.2.4 Description of English vowels phonetically

1.7 Laboratory work: identify, exercise, and pronounce English sounds

2) English Phonology

2.1 An Overview of English Phonology

2.2 Contrastive sounds

2.2.1 The consonant phonemes

2.2.2 The vowel phonemes

2.2.3 Variants of a phoneme

2.2.4 Phoneme identification

2.3 Transcription and pronunciation of English wordshttps://start.fedoraproject.org/

2.3.1 Phonemic transcription

2.3.2 Phonetic transcription

2.4. Phonemic sequences - phonotactics

2.5 Letters and English sounds

2.6 Consonant alterations in English

2.7 Vowel alterations in English

2.8 Stress in English

2.8.1 Stress assignment

2.9 Intonation in English

2.9.1 Tune shapes

2.9.2 Functions of intonation

2.10 Syllable

2.10.1 The notion and structure of syllable in English

2.10.2 Syllabic consonants

2.10.3 Strong and weak syllables

2.11 Phonological processes

2.11.1 Assimilation

2.11.2 Dissimilation

2.11.3 Metathesis

2.11.4 Epenthesis

2.11.5 Deletion

Delivery method:

- Lecture, individual and group work / assignment, exercise, and laboratory work

Evaluation:

- Continuous assessment and or midterm examination 40%

Final examination 60%

References:

Akmajian, Adriand et al. 2010. Linguistics: An Introduction to Language and Communication. Cambridge: The MIT Press.

Catford, J.C. 1988. A Practical Introduction to Phonetics. Oxford: Oxford University Press.

Dalton, Christiane & Barbara Seidlhofer. 1994. Pronunciation. Oxford: Oxford University Press.

Davenport, Mike & S.J. Hannahs. 2005. Introducing Phonetics and Phonology. Oxford: Oxford University Press.

Fromkin, Victoria et al. 2007. An Introduction to Language. Thomson Wadsworth.

Ladfoged, Peter. 1993. A Course in Phonetics. Oxford: Oxford University press.

Lyons, Johon. 1981. Language and Linguistics: An introduction. Cambridge: Cambridge University Press.

O'Connor. J.D. 1998. Better English Pronunciation. Cambridge: Cambridge University Press.

Peter, J.C. 1988. Experimental Phonetics. Oxford: Oxford University press.

Radford, Andrew et al. 2009. Linguistics: An Introduction. Cambridge: Cambridge University Press.

Roach, Peter.1991. English Phonetics and Phonology: A Practical Course: 2nd ed. Cambridge: Cambridge University press.

Roach, Peter. 2000. English Phonetics and Phonology. Cambridge: Cambridge University Press.

Underhill, Adrian. 2005. Sound Foundations Learning and Teaching Pronunciations. Macmillan Ltd.

Wardhaugh, Ronald. 1977. Introduction to Linguistics. New York: McGraw-Hill.

Yule, George. 1996. The Study of Language. Cambridge: Cambridge University Press.

Course title: Morphology and Syntax

Course code: EnLa 303

Credit hours: 3

Course description:

Morphology and syntax, as a course, discusses different morphological and syntactic issues, i.e., words and sentences and their internal structure. For example, it teaches about morpheme and variants of morpheme, identification, classification, and type of morpheme. The other areas where the course gives much emphasis to are word formation processes and grammatical characterization of major and minor word classes. It is also the one that deals with higher structural elements of a language like phrase, clause, and sentence. In addition to this, it gives discussion on how to determine phrase structure, categories of phrase and clause, and types of sentences.

Course objective:

By the end of the course, students will be able to acquire the definition of morphology, syntax, and the concept morpheme along with its different realizations. They are also expected to know classification and type of morpheme, the different word formation processes, and the distinction between major and minor word classes. Moreover, it will also enable them to know higher structural elements like phrases, clauses, and sentences together with their type.

1) English Morphology

1.1 Introduction to English morphology

1.2 The concept morpheme

1.2.1 Form and occurrence of morpheme

1.2.2 Morpheme identification

1.2.3 Variants of morpheme

1.2.4 Conditioning of allomorph

1.3 Classification of morphemes

1.3.1 Free vs. bound morphemes

1.3.2 Inflectional vs. derivational morphemes

1.4 The word classes

1.4.1 Major word classes

1.4.2 Minor word classes

1.5 Analyzing and representing the internal structure of English words

1.6 Word formation processes in English

1.7 Grammatical characterization of major and minor word classes

2) English syntax

2.1 Introduction

2.2 Phrase structure

2.3 How to determine phrase structure

2.4 Phrasal categories

2.5 Internal structure of major phrase type

2.6 Clausal categories in English

2.6.1 Types of clausal categories in English

2.7 Sentences

2.7.1 Types and classification of English sentences

Delivery method:

Lecture, individual and group work / assignment, exercise, and reading report.

Evaluation:

- Continuous assessment and or midterm examination 40%
- Final examination 60%

References:

Akmajian, Adriand et al. 2010. Linguistics: An Introduction to Language and Communication. Cambridge: The MIT Press.

Alexander, L. G. 1990. Longman English Grammar Practice for Intermediate Students. London: Longman.

Booij, Geert. 2005. The Grammar of Words: An Introduction to Linguistic Morphology. Oxford: Oxford University Press.

Brown, Keith. & Jim Miller 1980. Syntax: A Linguistic Introduction to Sentence Structure. London: Routledge.

Chomsky, Noam. 1986. K*nowledge of Language: Its Nature, Origin, and Use*. New York: Praeger Publishers.

D. Van Valin, Robert. 2012. An Introduction to Syntax. Online Published.

Haspelmath, Martin. 2002. Understanding Morphology. Oxford: Oxford University Press.

Huddleston, Rodney. 1988. English Grammar: An Outline. Cambridge: Cambridge University Press.

Katamba, Francis. 1994. English Words. London: Routledge.

Radford, Andrew. 2009. Analysing English Sentences: A Minimalist Approach. Cambridge: Cambridge University Press.

Yule, George. 1996. The Study of Language. Cambridge: Cambridge University Press.

Course title: Semantics and Pragmatics

Course code: EnLa 308

Credit hours: 3

Course description:

Introduction to Semantics teaches about the meaning of different structural elements of a language. It deals with definition of semantics and meaning, approaches to the explanation of meaning, and the different theories of meaning together with the drawbacks that the theories have. It also discusses types of semantics, lexical sense relations, collocation, and ambiguity and vagueness. Additionally, this course covers the issues of pragmatics, i.e., it examines sentence meaning and utterance meaning and deixis and its different type.

Course objective:

Students who have taken this course should be able to know the definition of semantics, pragmatics, and meaning. They will also have the knowledge about the approaches that have been used in order to define meaning and the different theories of meaning together with the drawbacks that the theories have. They will also be able to know the concepts lexical sense relations, collocations, ambiguity and vagueness, and deixis and its category.

Course contents:

1) Introduction: definition of semantics and meaning

1.1 Approaches to the explanation of meaning

1.2 Theories of meaning

1.2.1 The componential theory of meaning

1.2.2 The contextual theory of meaning

1.2.3 The generative theory of meaning

1.2.4 The truth-conditional theory of meaning

1.2.5 The denotation theory of meaning

1.3 Types of semantics

1.3.1 Lexical sense relations

1.3.2 Sentence semantics

1.4 Semantic fields and collocation

1.5 Ambiguity and vagueness

2) Pragmatics: definition and explanation

2.1 Sentence meaning and utterance meaning

2.2 Deixis

2.2.1 Spatial deixis

2.2.2 Person deixis

2.2.3 Social deixis

Delivery method:

- Lecture, practical or applicable individual and group work / assignment, and class presentation

Evaluation:

- Continuous assessment and or midterm examination 40%
- Final examination 60%

References:

Lyons, John. 1995. Linguistic Semantics: An Introduction. Cambridge: Cambridge University Press.

Mouton, De Gruyter. 2011. Foundations of Pragmatics. Bublitz, Wolfram & Neal R. Norrick (eds.). Berlin: Germany.

Portner, Paul H. 2005. ***WhatisMeaning? FundamentalsofFormalSemantics*.** Oxford: Blackwell.

R. Hurford, James et. al. 2007. Semantics: A Coursebook. Cambridge: Cambridge University Press.

Riemer, Nick. 2010. Introducing Semantics. Cambridge: Cambridge University Press.

Riemer, Nick. 2016. The Routledge Handbook of Semantics. Riemer, Nick (ed.). London: Routledge.

Saeed, John. 1997. Semantics. Oxford: Blackwell Publishing.

Verschueren, J. 1999. UnderstandingPragmatics**.** London: Arnold.

Yule, George. 1996. Pragmatics. Oxford: Oxford University Press

Course title: Discourse Analysis

Course code: EnLa 407

Credit hours: 3

Course description:

This is a course that deals with the definition of discourse, approaches to discourse analysis, discourse type, discourse markers, the use of discourse in communication, and the analysis of discourse itself. It also deals with how discourse participants (speaker and listener and or writers) use linguistic units beyond the sentence level in different social and cultural contexts not only to convey information about a given thing but also to perform actions and to persuade.

Course objective:

By the end of the course, students will be able to know the definition of discourse, approaches to discourse analysis, type of discourse, discourse markers and how to analyze discourse. They will also be able to know how linguistic elements above sentences are used to persuade, give information, and to perform some kind of action.

Course contents:

1) Introduction: definition and explanation of discourse and discourse analysis

2) Approaches to the explanation of discourse analysis

3) Discourse as an action: identifying speech act theory, relevance theory, and politeness theory

4) Discourse in communication

5) Discourse types

6) Discourse markers

7) Conversation analysis: identifying turn taking principles and discourse markers

7.1 Narratives

7.2 Argumentation

8) Persuasion

9) Discourse and cognition

10) Discourse and culture

10.1 The Spair-Whorf hypothesis

10.2 Critical discourse analysis

10.3 Gender and racism in discourse

10.4 Intercultural communication

Delivery method:

- Lecture, individual and group work / assignment, exercise, and reading report.

Evaluation:

- Continuous assessment and or mid term examination 40%

Final examination 60%

References:

Al-Hindawi, FareedHameed& Mariam D. Saffah. 2017. *Journal of Education and Practice*. Pragmatics and Discourse Analysis, 8 (19). 93-107.

Bader, Alia &Sahera Abdel-Karim. 2010. Journal of the College of Arts. Pragmatic Concepts In Discourse Analysis 54 (23). 24-37.

Brown, Gillian & George Yule. 2008. Discourse Analysis. Cambridge: Cambridge University Press.

Brown, Penelope et al. 1987. Politeness: Some Universals in Language Usage. Cambridge: Cambridge University Press.

Cutting, Joan. 2002. Pragmatics and Discourse: A Resource Book for Students. Routledge.

Maalej, Zouhair. 2003. Review: Pragmatics/Discourse Analysis: Cutting (2002). ResearchGate.

Padilla Cruz, Manuel. 2017. Pragmatics and Discourse Analysis. On line material.

Renkema, Jan. 2004. Introduction to Discourse Studies. Amsterdam: John Benjamins Publishing Company.

Renkema, Jan. 2006. *Information Design Journal*. Introduction to Discourse Studies. ResearchGate.

Course Title: Fundamentals of Literature

Course Code: EnLa 209

Credit Hours: 3

Course Rationale

Fundamentals of Literature as an introductory course is design to make students familiar with the fundamental concepts, elements and techniques of literature (prose fiction and prose non-fiction, drama and verse). In order to be able to read, appreciate and analyze and evaluate literary texts, students should acquire basic knowledge and skills of fundamental elements and techniques in literature with various literary genres.

Course objectives

At the end of this course, trainees will be able to:

- be familiar with major divisions of literature (oral and written).
- explain basic literary concepts.
- outline major genres of literature, elements of literature and literary devices.

Course Description

The main focuses of this course are: introduction to oral and written literature; basic literary concepts and terms; major genres: for example, fiction, poetry, and drama; sub-genres: epistolary and historical novels; narrative, and lyric poetry; tragedy and comedy; elements of literature: setting, character, conflict, theme; literary techniques, such as foreshadowing, flashback, simile, metaphor, irony, personification, hyperbole, onomatopoeia and; activities: reading, describing and interpreting texts.

Course Contents

1. The Concept of Literature
2. Literature Vs non-literature
3. Literary Terms
4. Fundamental Elements in Literature
5. Major Literary Techniques
6. Oral Literature
    - 6.1. Characteristics of Oral Literature
    - 6.2. Forms of Oral Literature
7. Written Literature
    - 7.1. Characteristics of Written Literature
    - 7.2. Forms of Written Literature

8. Types of Fiction
    8.1. Short Fiction
    8.2. Long Fiction
9. Figures of Speech
10. Poetry
11. Drama
12. Readings on Selected Literary Materials (Reading, Understanding, Interpreting, Communicating Literary Materials)

Methodology

- Lecture
- Group/pair work
- Oral presentation
- Self reflection
- Individual work (class, home take)

Evaluation Scheme

- Continuous assessment 40%
- Final exam = 60%

Selected Readings

Novels

Orwell, G. Animal Farm

Achebe, C. Things Fall Apart.

Short Stories

Hemingway, E. The Clean Well Lighted Place

O'HenryThe Gift of Magi

Nicol, A. The Truly Married Woman

References

DiYanni: Literature: Reading Fiction, Poetry, Drama and the Essay.

Gordon, J.B. &Kuehner, K.: Fiction: An Introduction to the Short Story.

Long,W.J.: English Literature

Melakneh Mengistu(2006). Fundamentals of Literature

Roberts, E.V. & Jacobs, H.E.: Literature: An Introduction to Reading and Writing.

TadeseJaleta. Modular Teaching Material for Fundamentals of Literature

Course Title: Short Story

Course NO.: EnLa 208

Credit hours: 3

Prerequisite: Fundamentals of Literature (EnLa 209)

Course rationale

In order to read, appreciate, evaluate, criticize and interpret short stories, students need to have good knowledge of the modern short story. It will also help students to develop basic skills in reading and writing short stories which is important in assisting them to develop their literary competence and linguistic skills. Furthermore, it gives students/trainees sufficient insight as they go up the ladder of success in their studies of language and literary materials to become influential scholars.

Course objectives

At the end of this course, trainees will be able to:

- be familiar with major divisions of literature (oral and written).
- explain basic literary concepts.
- outline major genres of literature, elements of literature and literary devices.

Course Description

The course is the study of the development and major characteristics of the short story as a distinct fictional narrative through selected stories written by English, American and other authors in translation.

Course Contents

1. The Concept of Literature
2. Literature Vs non-literature
3. Literary Terms
4. Fundamental Elements in Literature
5. Major Literary Techniques
6. Oral Literature
   6.1. Characteristics of Oral Literature

6.2. Forms of Oral Literature

7. Written Literature

7.1. Characteristics of Written Literature

7.2. Forms of Written Literature

8. Types of Fiction

8.1. Short Fiction

8.2. Long Fiction

9. Figures of Speech
10. Poetry
11. Drama
12. Readings on Selected Literary Materials (Reading, Understanding, Interpreting, Communicating Literary Materials)

Methodology

- Lecture
- Group/pair work
- Oral presentation
- Self reflection
- Individual work (class, home take)

Evaluation Scheme

Continuous assessment 40%

Final exam = 60%

Selected Readings

Novels

Orwell, G. Animal Farm

Achebe, C. Things Fall Apart.

Short Stories

Hemingway, E. The Clean Well Lighted Place

O'HenryThe Gift of Magi

Nicol, A. The Truly Married Woman

References

Glencoe 1987 Applying Literature. New York: Macmillan/McGraw Hill

Glencoe 1987. Understanding Literature. New York: Macmillan/McGraw Hill

Gordon, Jane Buchman and Kuchner, Karen. 1999 FICTION: An Introduction to the Short

Melakneh Mengistu. Fundamentals of Literature for Colleges

Scholes, Robert. 1981. An Anthology. New York/Oxford: Oxford University Press.

Shaw Valerie. 1983. THE SHORT STORY: A Critical Introduction. New York: Longman Inc.

Story. USA: NTC Contemporary Publishing Group

TadeseJaleta. Modular Teaching Material for Fundamentals of Literature

Selected Readings

Naipual, V.S. Love, Love, Love(Mandatory)

Achebe, C. Dead Men's Path (Optional)

Course Title: - Poetry

Course Number: EnLa 306

Credit Hours: 3hrs

Course Description & Rationale

The course deals with the nature and characteristics of poetry. It studies in detail the elements of poetry categorizing the subject matter under versification and imagery. While the issue of versification focuses on the concepts and nature of the verse, stanza, rhyme, rhythm and meter, the issue of imagery concentrates on materials and aspects that illuminate emotion and theme. The course also covers major features versification, kinds of poetry based on meter and narrative technique. It also covers major thematic preoccupations of poetry.

Course Objectives:

At the end of the course, the students will be able to:

- Discuss the nature and characteristics of Poetry
- Describe the concept of versification
- Analyze the elements of versification
- Describe imagery and discuss the elements of imagery
- Explain the major features of English versification
- Classify Amharic poetry
- Explain the major thematic preoccupations of poetry

Learning and Teaching Methods

- Lecture
- Group discussions
- Reading assignments
- Presentation
- Poem reading and writing

Course Contents:

1. The concept and characteristics of poetry
   1.1. The bases for the conception of poetry
   1.2. Definitions of poetry
   1.3. Characteristics of poetry

2. The concept of Imagery and image formation
   2.1. Diction
      2.1.1. Meaning
      2.1.2. function
      2.1.3. Types
   2.2. Figures of speech

2.2.1. meaning

2.2.2. Major kinds of figures of speech in poetry

3. Versification

3.1. The concept of versification

3.2. Function of versification

3.3. Elements of versification

3.3.1 Verse

3.3.2. Stanza

3.3.3. Rhyme, Rhythm, Meter

4. Kinds and natures of Amharic Poetry

4.1. Kinds of Poetry based on meter

4.2. Types of poetry based on their narrative technique and concern

4.3. Thematic preoccupations of Poetry

4.3.1. Periodic

4.3.2. Prominent Authors

Assessment

- Written and Oral presentation
- Paper work on specific topics
- Mid exam
- Final exam

References

Daiches, David. 1981. *Critical Approaches to Literature (*2nd ed). London: Longman.
Gray, M. 1992. *A Dictionary of Literary Terms. Longman*:

Gueril, Wilfred L. and et al. 1992. *A Hand Book of Critical Approaches to Literature.* 3rd ed. New York: Oxford University Press.
Harry, S. 1972. Dictionary of Literary Terms. New York: McGraw-Hill Book Co.
Lay, E. L. S. 1958. *Poets and Poetry*. London: Macmillan and Co: Ltd
Reeves, James. 1965. *Understanding Poetry*. London and Sydney: Heinemann Educational Books Ltd.
_____1972. *The Poets World* (2nd ed.). London: Heinemann Educational Books Ltd.

Course Title: The Novel

Course NO.: EnLa 302

Credit hours: 3

Prerequisite: Fundamentals of Literature (EnLa 209)

Course Rationale

The Novel, being the longest literary genre, serves different functions. Apart from literary functions such as entertainment, instruction, motivation… it provides the students with genuine contexts for language learning. As language cannot be seen separate from soci-culturl reality of a particular society, the novel enables the students to use the language in a much closer manner to the native speakers.

Course objectives:

Upon completing the course, students will be able to:

- employ the techniques of exploring literary texts;
- read, adapt and use literary texts for language skills development;
- read novels and make their own meanings;
- read and criticize novel texts;
- give their own comments on the novels they read; and
- develop their language skills overall

Course Description

The course helps the trainees to study of the novel as a genre with particular reference to its development in the nineteenth and twentieth century's with social, historical and critical contexts taken into consideration. Reading of the texts is pre-eminent and literary criticism is of secondary importance. It focuses widely upon selected modern English and American Fiction in the context of social, historical and intellectual backgrounds.

Course contents

Unit One - The Nature of Novel and Historical Development

1.1 Definition and characteristics

1.2 origin and Historical Development

1.2.1. Classification (genres) of Novel

1.2.2. Major School of Thoughts & Isms

1.2.3. Interpretative strategies

Unit Two - Element of Novels

Unit Three - Techniques of Novel

Nitty- gritty`s of Novel criticism (Analysis)

Evaluation Procedure

- Writing term paper 20%
- Presentations 20%
- Final Examination 60%

Novels to be studied

Animal Farm 'by George Orwell

Great expectations' by Charles Dickens

References

Forster, E.M 1974. *Aspect of the Novel*

Kershner ' S. 1997, *The Twentieth – Century Novel: An Introduction*

Watt, I. 1960. *The Rise of the Novel*

Melakneh, M. 2006. *Fundamentals of Literature*. Addis Ababa: Addis Ababa University press

Abrahms, M. 1964. *A Glossary of Literary Terms*

Selected Readings

Achebe, C. Things Fall Apart

Dickens, C. Great Expectations

Course Title: Introduction to Verse & Drama

Course NO.: EnLa 212

Credit hours: 3

Course Description:

The course will provide a practical background in the forms and techniques of poetry, and drama written in English: the nature and elements of poetry and dram ; an overview of the basic elements of poetry- imagery, figurative language, rhythm, meter, sound devices, alliteration, symbolism and the like; and elements of drama- plot, character, theme dialogue, Spectacle etc.

Different stanza forms; back verse, free verse, couplets, quatrains, Terza Rima, ottavarima etc; study poetic kinds such as the Ode, Sonnet, Lyric, Elegy, Epic, Ballad, etc

The course also provides background on theoretical and academic study on drama, and different types of drama- tragedy, comedy and tragicomedy

Course Objectives

Upon completing the course, students will be able to:

- read poems effectively;
- Identify the major difference between Prose and poetry
- stimulate critical interest and appreciate this literacy genre by establishing standards of judgment
- pay special attention to examining linguistic structure like diction, grammar, figures of speech in poetry as the source of meaning
- conceptualize the theories and origin of drama
- Identify the different types of drama-comedy, tragedy and tragicomedy in broader sense.
- Sort out elements of drama and criticize dramas from this point.
- Understand dramas across different periods, its trends and development.

General introduction of the course verse and drama in brief with the explanation of the content of

Course out line

1. Introducing the concepts of poetry and conducting different definition of poetry both in general sense and in scholarly point of view

2. History of poetry
3. Discussion on the types/genres of poetry-Lyric, Narrative, Epic, Dramatic poetry, Satiric poetry, Elegy, verse fable, prose poetry etc
4. Discussion on elements of poetry- Diction, sound effect, figures of speech, Rhythm, Meter, Syntax etc. Presenting poems so as to enable the discussion on this point.
5. Discussion on Studying Drama. The definition of drama, The concept of dram, The origin of drama, Major theories of
6. Studying Types of Drama:
7. Tragedy – character tics of tragedy, Examples of tragedy
8. Comedy - character tics of tragedy, Examples of Comedy
9. Tragicomedy- character tics of tragedy, Examples of tragicomedy.
10. Studying Trends of drama across different period. Classical period drama- Greek and Roman (an over view), the criticism of Plato and Aristotle.

Assessment

- **Continuous Assessment (60%)**

  Assignment 1. ……..……..… 15%

  Assignment 2……..……15%

  Assignment 3…….....10%

  Assignment 4…….... 20%

2. Final Examination (40%)

References

Berhanu Matthews. (2009). *Fundamentals of Literature*. Addis Ababa: Alpha Printers PLC.

Gray M. (1992). *A Dictionary of Literary Terms*. Beirut: Librairi d Liban and Longman Group Limmited.

Kennedy X.J. (2002). *Literature: An Introduction to Fiction, Poetry and Drama*. New York: Longman.

Kennedy X.J. and Dana G. (2002). *Literature: An Introduction to Fiction, Poetry and Drama*. New York: Longman.

Scholes Robert and others. (1991). *Elements of Literature*. 4th.ed. New Delhi: Oxford University Press.

Shulman Myra. (1995). *Journey Through Literature*. N.P: University of **Michigan. Sylvan and others**. (2001). *An Introduction to Literature*. 15th .ed. New York: Longman.

Course Title: African Literature in English I

Course Code: EnLa 310

Credit Hours: 3

Prerequisite: Short Story (EnLa 208), The Novel (EnLa233), Verse and Drama (Engl 334)

Course Rationale

This course is a historical survey of African Literature with regards to the pre- colonial to post colonial periods. It is designed to acquaint the trainees, through the study of representative works, with such major factors or influences as oral literature, Islam, Missionary activities, Colonialism, Negritude and post-independent themes /issues. Therefore, it entertains issues in the development of African Literature; through surveying African literary texts in English; reading, analyzing and interpreting selected texts in respective to linguistic, historical and sociological viewpoints. In addition, it engages students in examining the preoccupations of major African writers and current trends and issues in the form and content of post-independence African writings to mention just a few.

Course Description

This course is a historical survey of the development of pre-colonial and colonial and African literature. It is designed to acquaint students, through the study of representative works, with such major factors of influence as oral literature, Islam, Missionary activities, Colonialism, and Negritude. It therefore entertains issues in the development of African Literature; surveying African literary texts in English; reading, analyzing and interpreting selected texts by taking linguistic , historical, sociological views of analysis.

Course Objectives

By the end of the course, the students will en able to

- explain historical background of African literature
- explain what African literature entails
- outline the different types of African oral literature
- discuss issues on colonial and post – independent African literature

Course Contents

1. Introduction
    1.1. What is African Literature?

1.2. Nature of African Literature?

2. Classification of African Literature
   2.1. Geographical Classification
   2.2. Historical Classification
   2.3. Linguistic Classification
3. Pre-Colonial African Literature
   3.1. The oral Tradition
      3.1.1. Ritual Drama
      3.1.2. Folk tale
      3.1.3. Oral Poetry
4. Colonial African Literature
   4.1. The Harlem Renascence and its Literary Contributions
   4.2. Negritude and its Literary contributions
   4.3. Literature s mirror to colonial evils

Methodology

- Active lecture
- Group/pair work
- Oral presentation
- Self reflection

Individual work (class, home take)

Evaluation Scheme

Continuous assessment 40%
Final exam = 60%

References

Wole Soyinka. Myth Literature and the African World

NgugiWaThiong'o. Writers in politics

_____ . Decolonizing the mind

African novels in English

Melakneh M. A Map of African Literature

Course Title: Creative Writing

Course Code: EnLa 404

Credit Hours: 3

Course Description

This course is designed to facilitate the student's creative faculties. The course will serve as an introduction to the writing of original poetry, short fiction and drama. Instruction in literary techniques will direct the student's writing. In addition to working within literary conventions to produce manuscripts, students will be exposed to exemplary texts by selected authors. As a result, students will learn to critique their own work and the work of others by participating in writing tasks..

Course objectives

At the end of this course,

- Students will become familiar with the concepts of literature, particularly the elements of poetry, fiction, and drama.
- Students will employ the concepts of literature to analyze the texts of selected authors.
- Students will write their own original manuscripts of several poems, stories, and dramatic scenes.
- Students will employ the concepts of literature to evaluate critically the quality of their own manuscripts and the manuscripts of others.
- Students will learn to revise manuscripts based upon the Critical evaluations received in writing activities.

1. The Concept of Creative writing
2. Types of Creative writing

2.1. Fictional
2.2. Non- fiction
3. Non- Fictional writings
3.1. Biography
3.2. Autobiography
3.3. Diary
3.4. Experiential writing

4. Fictional writing
4.1. Writing Poem
4.2. Writing short story
4.3. Outline the plot of the Novel
4.4. Playwright
4.5. Procedures to follow in creative writing Producing
4.6. Criticizing papers on creative works

Assessment

1. **Continuous Assessment**
   11. Assignment 1. ……..…….. 15%
   12. Assignment 2……..……15%
   13. Assignment 3…….....10%
   14. Assignment 4 ……...20%

2. **Final Examination (40%)**

References

Casterton, Julia. 1986. Creative Writing: A Practical Guide. Hong Kong: Macmillan Education Ltd.

Colins, sue. 1993. Approaching Literature. Great Britain: Cox and Wyman Ltd.

Creative Writing. 2008. Retrieved on January 02, 2008.

Erika, Baker. 1992. 'Autobiography'. The World Book Encyclopedia. Volume A.

Gready' Paul. 1993. ' Autobiography and the 'Power of Writing': Political Prison Writing in the Apartheid Era'.

*Journal of South*ern African Studies, Vol, 19, No. 3. (Sep., 1993). Pp. 489- 523.

Gordan Jane Bachman and Kuehnew Karen. 1999. Fiction: An Introduction to the Short Story. USA: NTC/Contemporary Publishing Group, Inc.

Neumann, Joseph K. 1985. 'Diary Writing As a Means to Increased Self-Evaluation'. *Journal of Subsronce Abuse Treatment, Vol. 2, Pp 221-223*

Osborne, Brian D. 2004. Writing Biography and Autobiography. USA.

Pakhare, Jayashree. 2007. How to write a biography Retrieved on December 11, 2007 From http://www.buzzie.com/articles/how-to-write-a-biography.html

Sandam, John. 1992. The Writing Autobiography: Where to begin in a two-year college writing course. A paper presented at the meeting of the conference on college.

Tyson, Lois. 1999. Critical Theory: Auser-Friendly Guide: New York &Francis &London: Garland Publishing, Inc.

Webster, Roger. 1990. An Introduction Studying Literary Theory: An Introduction. United Kingdom: Athenaeum Press Ltd.

Course Title: Survey of Ethiopian Literature in English

Course Code: EnLal 401

Credit Hours: 3

Course Description

This course focuses on Ethiopian Literature written in English language at various time including the origin and development of Ethiopian literature, the earlier and contemporary Ethiopian Literature, etc. It is designed to acquaint the student, through the study of representative works, with the concepts, the origin and historical development, the major divisions and the literary genres of Ethiopian literature. It therefore entertains issues in the development of Ethiopian literature; surveying Ethiopian literary texts in English; exploring Ethiopian literature in English; reading, analyzing and interpreting selected texts by taking linguistic, historical, sociological views of analysis.

Course Objectives

At the end of this course the students will be able to:

- understand the origin, trends, development and historical back ground of Ethiopian literature
- familiarize themselves with the genre of Ethiopian literature in English
- make a thematic analysis of Ethiopian literature
- explain what Ethiopian literature entails
- explain the historical background of Ethiopian literature co

1. Theoretical Development of Ethiopian Literature
   1.1. Highlighting Ethiopian Traditional Literature
2. Ethiopian Literature in English
3. Ethiopian Literary genre in English
   3.1. The Novel
4. Ethiopian Literary genre in English
   4.1. Drama
   4.2. Poetry
5. Major themes of Ethiopian Literature in English

Assessment

1. Continuous Assessment (60%)

- Assignment 1. ……..……..… 15%
- Assignment 3 ……..……15%
- Assignment 4 ……...10%
- Assignment 5 ……20%

2. Final Examination (40%)

References

Dagnachew: The Thirteenth Sun

Fikremarkos: Land of the Yellow Bull

Sahilesillasie: Warrior king, Afersata

Tadesse And Ali: A critical Anthology of Ethiopian Literatu

Course title : Survey of World Literature in English

Course Code: EnLa305

Credit Hours:3

Course Description

The course mainly focuses on the study of fictional stories, poetry, drama and essays of those who have become literary figures and have established the world's literary culture. This course is intended to acquaint students with the necessary knowledge of the world literature, the various historical developments, the different literary periods and the works of literary icons all through the literary periods. It familiarizes the learners with the literary genres from the early and the most ancient times to the modern and the post modern periods in the literary history. The philosophical dimensions of the literary works along with their multiple social, cultural and political functions would be examined to learn about the world's literary history. The social, political and cultural values as they pertain to the present situation in the study of the world's epistemology, and their ethical and metaphysical values will be addressed in studying world literature. Besides, since the study of world literature is

pertinent to the real life situations of the learner,

the cosmological, moralistic, educative and entertaining power of literature and its value in shaping ones s ociety will be assessed to give a better insightabout the literary communication and culture. It is also aimed at studythe cultural artifacts of the world's philosophical attachments as they become meaningful for the learners l in the study of literature.

Course Objectives

This course is intended to acquaint students with the necessary knowledge of the world literaturethe var ious historical developments, the different literary periods and the works of literary icons all through the literary periods.It familiarizes the learners with the literary genres from the early and the most ancient ti mes to the modern and the post modern periods in the literary history.The philosophical dimensions of t he literary works alongwith their multiple social, cultural and political functions would be examined to l earn about the world's literary history. The social, political and cultural values as they pertain to the pre sent situation in the study of the world's epistemology and ethical values are studied in studying world l iterature.Besides, they are pertinent to the real life situations of the learner. The cosmological, moralisti c, educative and entertaining pPower of literature and its value in shaping ones society will be assessed to give a better insightabout the literary communication and culture.This pertains to the study of the cult ural artifacts of the world's philosophical attachments as they become meaningful in thestudy of literatu re for the learners to evaluate their relevance and become the genesis for the flourishing of knowlge.Bes ides, they are pertinent to the real life situations of the learner. The cosmological, moralistic, educative and entertaining power of literature and its value in shaping ones society will be assessed to give a bette r insightabout the literary communication and culture.. This pertains to the study of the cultural artifacts of the world's philosophical attachments as they become meaningful in thestudy of literature for the lea rners to evaluate their relevance and become the genesis for the flourishing of knowledge.

Continuous Assessment (60%)

Assignment 1. ……..……..… 15%

Assignment 2……..……15%

Assignment3…….....10%

Assignment 4 ……20%

Final Examination (40%)

References

Martin Stephen. *English Literature. A Student Guide*

Harcourt Brace J. (1980). *Adventures in English Literature*

Colling S. *Approaching Literature*

Hudson, W.H. (2004). *An Introduction to the Study of English Literature*

Kershner, S. (1997). *The twentieth Century Novel: An Introduction*

Upham, A.H. (2004). *The Typical Forms of English Literature*

Anderson R. etal (2000). *Literature: the readers' choice*

Downes M.T. (1957). *A Short History of English Literature*
Jong L. W. (1945). *English Literature*

Wole Soyinka. Myth Literature and the African World

NgugiWaThiong'o. Writers in African novels in English

Melakneh M. A Map of African Literature

Course title: Introduction to Literary Theory and Criticism

Credit Hours: 3

Course Code: EnLa307

Course Description

The course is about the study of central theoretical statements of literature and its analysis from the classical period (theory and criticism of Plato, Aristotle, Longinus, Sir Philip Sydney, John Dryden, Coleridge, Wordsworth, Matthew Arnold, T.S. Eliot, and Marx.) to the 20th century (movements in 20th century, such as: new criticism, formalism, structuralism, post-structuralism, psychological, sociological, Marxism, and other trends of criticism).The course also focuses on Feminist literary criticism/gender issues in literature

Course Objectives

Upon the completion of the course, students will be able to

- familiarize themselves with the Art of Criticism; apply literary theories to works of literature and be able to analyze and criticize literary texts using the principles of criticism;
- develop reading culture, human perception and improve their cognitive skills

- identify gender roles based on Feminist criticism from various texts after they critically read so as to examine any preconceptions or biases brought into earlier and modern readings; understand feminists literature and their thematic concept/trends

5.1.1. Ancient Criticism. Classical Literary Criticism: Intellectual and Political Backgrounds.
5.1.2. The Middle Ages/Medieval Era: - Plotinus, St. Augustine and Aquinas.
5.1.3. The Renaissance Period.
5.1.4. Seventeenth Century I: From Peacham to Dryden.
5.1.5. Seventeenth Century II: From Rymer to Dennis.
5.1.6. Eighteenth Century I: The Age of Addison and Pope.
5.1.7. The Romantic Age- Wordsworth, Coleridge, Peacock, Shelly, Blake, Keats etc. Reading and evaluating some selected work of Romantic Age
5.1.8. the Victorian Age- Aftermath of Romanticism, Mathew Arnold, Victorian reviewers, Aestheticism etc.
5.1.9. Twenty Century Criticism I. Background and perspectives, The early decades- Henry James and Wells, The Modern Movement, T.S. Eliot, Academic Criticism, etc.

Assessment

1. Continuous Assessment (60%)

Assignment 1. ……..……..… 15%
Assignment 2……..……15%
Assignment 3…….....10%
Assignment 4 ……...20%

2. Final Examination (40%

References

Baldick Chris. (1999). *Criticism and Literary Theory: 1890 to Present*. London: Pearson Education Limited.

Bennett Andrew and Nicholas Royle. (1999). *Introduction to literary Criticism and Theory.* London: Pearson Education Limited.

Blamer Harry. (1991). *A History of Literary Criticism*. London: The Macmillan Press LTD.

Clayton Jay. (1993). *The Pleasure of Babel: Contemporary American Literature and Theory.* New York: Oxford University Press.

Culler Jonathan. (1991). *A Literary Theory*. New York: Oxfored University Press.

Greetham D.C. (1999). *Theories of the Test*. New York: Oxford University Press.

Habib M.A.R. (2005). **Modern Literary Criticism and Theory**. USA: Blackwell Publishing.

Jefferson Ann and David Robey. (1998). *Modern Literary Theory*: A Comparative Introduction. London: B.T. Batsford Ltd.

Lodge David. (1972). *20th Centuries Literary Criticism*. London: Longman.

Rice Philip and Patricia Waugh. (2001). *Modern Literary Theory*. New York: Oxford University Press.

Selden Raman. (1988). *The Theory of Criticism*: from Plato to the Present. London: Longman group U.K. Limited.

Seldom Raman, Peter Widdowson and Peter Brooker. (1997). *A Reader's Guide to Contemporary Literary Theory*. 4thed New York: Prentice Hall.

Course title: Senior Essay

Course code : EnLa410

Credit Hours: 3:00 hours

Course Description Course Description

The senior essay project is an independent critical project on selected research topics, which is undertaken in regular consultation with a research adviser. It aims at solving different problems or creating innovative findings and help to improve learners' problem solving skills. Besides, it also helps them to acquire researching skills and use it in their future career. It focuses on research topics that are related to the studies undertaken by the students in their three year academic engagement. This means, it is highly depended on the students' interest and/or curiosity, and the area of the project can be English literature, linguistics, or any of the English language skills, and Journalism & Communication. The course will be completed by public presentation of the research

work, and the student is required to demonstrate competence in the area s/he is interested in, both in writing and presentation, to accomplish the required outcomes.

Course objectives

Upon successful completion of the course, students will be able to:

- ✓ Identify research topics
- ✓ Demonstrate good knowledge of the research topic related issues
- ✓ expose themselves to wider scopes of reading and text analysis
- ✓ employ suitable research methodology pertaining the project
- ✓ crystallize their thinking; sharply define the problem they wish to address and provide direction for the early stages of their investigation
- ✓ Evaluate and select texts relevant to the research work
- ✓ Solve practical research problem
- ✓ demonstrate the contribution and viability of their project clearly

Topics and Sub Topics

- Orientations on schedule: getting input/ orientation from department senior project coordinator on the semester schedule of senior essay/project
- Getting a senior essay project advisor assigned, making contact with advisor,
- Search for and selecting research topic and discussion with advisor for modification and endorsement
- Work on the research proposal, stating research problem, general and specific objectives, significance, scope
- Submitting the first chapter, discuss it with and receive feedback from advisor, including possible remarks and feedback from advisor
- Library weeks, exploring the library, reviewing relevant literature, taking notes, keeping bibliographic information, organizing the note and discuss with the research advisor
- Discuss the research design and methods with the advisor and design appropriate data collection tools
- Gather research data and analyze it,
- Writing up reports and discussing a progress with advisor

- Receive final feedback from advisor concerning the whole project work
- Submitting the final draft and presentation/ oral defence/
- Including final comments/ remarks from examiner, binding and submitting

Assessment

Advisor's Evaluation

1. Proposal development 25%
2. Oral presentation 25%

Examiner's Evaluation

1. Research paper development 25%
2. Oral presentation (defence) 25%

References

The reference book for **'Research Methodology and Report writing'** and any reference materials that you (students) think relevant for the subject under study can be taken as reference.

Course Title: Public Relations

Course Code: EnLa405

Credit Hour: 3

Course Category: Supportive

I. Course Rationale

Public relations have its own theoretical and practical aspects as a profession. It is one of the areas of studies under the umbrella of communication. As communication learners, students have to study the basic ideas of public relations with some practical activities. This enables them to be competent enough to work in various organizations as communication experts, technicians and managers.

II. Course Description

This course is designed to cover the historical backgrounds, developments, functions, social and other roles of public relations. It also deals with the public relations processes; managerial and social responsibilities of its practitioners; various functions of public relations; public relations and crisis managements; the roles of public relations departments; and its legal and ethical considerations. In general, the course introduces public relations to students as an organized body of knowledge and professional discipline that has its own techniques of communications, strategies and research and evaluation methods.

III. Modes of Teaching and Learning

Lecture/discussion

Small group work

IV. Assessment Methods

Continuous Assessments 40%

Final exam 60%

V. Course Contents

Chapter One: Public Relations

1.1 The concept of PR
1.2 Origins and contemporary structure of PR
1.3 Professionalism in PR
1.4 PR is distinguished

Chapter Two: Foundations and Principles of PRs

2.1 PR as a process

2.2 PR research

2.3 PR program planning

2.4 Communication

2.5 Evaluation

2.6 Components of PR/PR programs

Chapter Three: the Individual in PR and PR departments and Firms

3.1 The individual in PR
3.2 PR departments
3.3 PR firms
3.4 PR writing

Chapter Four: PR and Legal/Ethical Issues

7.2 Contracts and legal responsibilities

7.3 Libel and slander

7.4 Ethical decision making

VI. References

Grunig, J. E. and Hunt T. (1984). Managing Public Relations. USA: Holt, Rinehart & Winston

Merry Shelburne. 2003. Effective Public Relations: *A Practical approach**. (2nd ED). Biztantra, an Imprint of Dreamtech Press, India

Course title- ***principles practice in Journalism***

Course code-EnLa309

Credits: 3

Course category: Supportive

Course rationale-

The course can be said the gate way of journalism. It is given to students due to the fact that;

- Help students to be aware of the socio- economic and political significances of journalism.
- Help to create a clear comprehension of the history, types and theories of journalism. And provide students with a starting ground to further develop the profession.

Course description-

This course introduces the would-be journalists to the field of journalism. It addresses the basic historical development of journalism in the world (yellow journalism, penny press, political press, etc).Definition, types and theories regarding journalism will also be dealt with, and other issues related to and influencing both print and broadcast journalism as a profession.

Course objective- at the end of this course the student shall be able to:

- Know the core historical events of journalism
- Define journalism, identify its types and explain its theories
- Out line the significances of journalism

Course content-

I. **Historical Overview of Journalism**

- History of the print media

  1.1.2. The penny press

  1.1.3. Yellow journalism

  1.2. History of the broadcast media

  1.2.1. Radio as a mass medium

  1.2.2. The golden age of radio

  1.2.3. Television as a mass medium

  1.2.4. The golden age of television

I I. Basics of Journalism

1.1. Journalism defined

1.2. Scope of journalism

1.3. Types of journalism

1.4. Theories of the press

I I I. Journalism: Roles and Significances

1.1. Basic functions of journalism

1.2 social significances

1.3. Economic significances

1.4 political significances

Iv. Ethics of Journalism

4.1. Definition of ethics

4.2. Ethical problems in journalism

4.3. The core ethical guide lines in journalism

4.3.1. Accuracy

4.3.2. Balance

4.3.3. Objectivity

4.4. Ethical road map

V. Manifestations of Journalism; a Look at Mass Media

5.1. MASS MEDIA

5.1.1. Concept, definition, model and theories

5.2. Mass message

5.3. Mass audience

Mode of presentation

Lecture, discussion, assignment

Assessment

Attendance and class activity 10%

Group and individual assignment 30%

Final-examination 60%

List of references

White, T (1996) - **Broadcast news writing and reporting**

Mencher.M (1998)-**News reporting and writing**

M.L.Stein and Susan F.Paterson- **the news writers hand book; and introduction to journalism**

George. A. Hough (2004)- news writing