ARBA MINCH UNIVERSITY

# Curriculum for a Four Year Undergraduate Degree Programme

Department of English Language & Literature

Arba Minch
August 2008

## PREFACE

It has been now more than a year since this national initiative of curriculum revision has been put into effect. Throughout the curriculum revision process, this draft document has been modified and re-modified again and again as per the progressive findings of the studies done, the staff debates that took place and the global and local English language and literature curriculum standards until it has finally got its present design.

In designing this curriculum, the team has tried to be as realistic and aspiring as possible by creating the important balance between ability and quality. On one hand, we recognize that the English language proficiency of incoming students is low; on the other hand, we believe the curriculum should maintain the educational standard of global trends. For these reasons, the curriculum is designed in such a way that it provides fundamental and remedial supportive and skill courses that would enhance the language proficiency of the students at the initial stages of their stay. As their stay progress though, the nature of the courses gets more specialized and advanced.

Although this document is rigorously done, by no means shall it be perceived as a final one. We believe there are lots of rooms for improvement which we would gladly address in the given available time.

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## 1. Introduction

The Department of English Language and Literature, a.k.a. Department of Applied English, was established in September 2003 as part of the Faculty of Business and Economics (FBE) of Arba Minch University when the higher institution was on its metamorphosis from an institute to a full fledged University. In July 2008, the department graduated more than 70 students who have successfully completed their studies, making the total tally of graduates of the department more than 190. Forty six students are attending their sophomore courses this year with freshman students of an equivalent quantity expected to join the department in the 2008/2009 academic year. More than 70 students make up the graduating class.

The new four year curriculum of the Department of English Language & Literature amalgamates the disciplines of literature, linguistics and language skills to a very good effect with the goal of making students acquire a cumulative academic substance. A new feature of this curriculum is the incorporation of minor courses with the options of choosing from Journalism, Communication, History and Amharic. The integration of electives from no less than four different courses is yet another novel introduction.

The Department plays a significant role in the University's academic structure and curricula as it offers a variety of common courses that enhance the English language proficiency of the student community across virtually all departments. This unique experience gives the Department of English Language and Literature an edge over other departments in that it meets the particular linguistic needs involved in their respective curricula.

In the near future, the Department aspires to design and launch short term training courses with specific purposes for specific needs of the university's offices as well as those of the surrounding

community. The rekindling of the English Language Club (ELC) is yet another endeavor set to be launched at the beginning of the new academic year.

The Department aspires to transform to an institute with multifaceted services and specialized departments in linguistics, literature, ELT and communication studies in a reasonably near future.

**2. Training Objective**

This curriculum is designed with the intention of producing professional language editors, critics, translators, journalists, public relation officers and communication experts. The graduate profiles and competencies are indicated as guidelines to the development of more relevant and realistic curriculum in each area of training.

**3. Specific Objectives**

The following list represents the specific objectives of the Department of English Language & Literature:

- Training English language professionals such as language editors, critics, journalists, public relation officers and translators who would be serving in governmental, non-governmental and international organizations;
- Promoting students' interest in learning and enable them to work independently and co-operatively so that they can acquire knowledge, skills of planning, organizing and analyzing literary contents and research;
- Equipping students with confidence, understanding and skills that they need to take up their responsibilities as adults within their communities;
- Producing student who are confident to apply their knowledge and skills which they will need in understanding the problems of the Ethiopian society and the wider world, and to make a useful contribution to find solutions;
- Offering service courses to all departments of Arba Minch University to help students with their academic English;
- Conducting research in the areas of journalism, public relations, translation, etc.;
- Providing consultancy and training to organizations that need to use the Department's expertise.

## 4. Programmes

The Department of English Language and Literature runs three undergraduate programmes, namely:

- BA in English
- A minor programme in Journalism
- A minor programme in Communication Studies

## 5. Curriculum of Programmes

### 5.1 Rationale for Curriculum Revision

The need for revising the working curriculum of the Department of English Language and Literature arises from the findings of a needs assessment that involved different stakeholders, alumni, department academia and local and global developments. Part of this project included comparing and contrasting the department's existing curriculum with that of international counterparts including European, American, African and Indian universities (Cardiff University, University of Nebraska, University of Stellenbosch, and University of Madras respectively and others) and local higher education institutions, especially the Department of Foreign Languages and Literature of Addis Ababa University.

As per the findings of the needs assessment, the working curriculum of the Department lacks to incorporate a minor field of study. The three year programme of the department doesn't allow students to take any minor courses or enjoy the privilege of learning elective courses. In most instances, this is not the case with the departments of the other academic institutions under study. Minor courses and electives, according to some of the curriculum guides of the respective universities, are very important in that they play a complementary role in enhancing the learner's wider understanding and extended knowledge of his/her major in particular and his/her academic career in general.

Secondly, the existing curriculum poses a challenge of offering inadequate years for producing competitive graduates. Most of the academic institutions selected for comparison portray that the number of years for producing competitive graduates in their respective degree programs run for solid four years. This is not the case with the Department of English Language & Literature, although it is no different with other departments of the University. The omission of what used to

be known as the year lasting “Freshman Program” is a major reason for this. The fact that some fundamental courses like that of Philosophy and Logic are missed out doesn’t help the case either.

Thirdly, an important discovery that has appeared under this comparison is the importance of updating and upgrading some of the course ingredients of the existing curriculum. Theoretical courses such as Communication Theory are always fast changing in their approaches of understanding the field. The course descriptions of the existing curriculum show a clear deficit in this regard. Besides, the number of credit hours allotted to some courses is not compatible with nature of the course. Some of the courses are not properly crafted in their logical order, regardless of the students’ ability and the nature of the courses.

The process of revising the working curriculum as per the above findings doen’t disregard some of the well established features of it. The fact that the curriculum is of diverse nature can be of an advantage to learners given the enormous opportunity they may enjoy in their attempts to compete in the employment market after graduation. Thus, the curriculum has a space to produce graduates with versatile knowledge, which helps them to discharge their professional expertise the country needs.

**5.2 Constraints**

As the department is in its infancy, it is bound with multifaceted problems. Some of them are serious and seek instantaneous solutions.

One of the major obscures that has been experienced is the lack of well qualified lecturers with certain courses. In addition to this, valuable books for the smooth running of the teaching-learning process are not available. Here, the department doesn’t incline to undermine what the university has done to have helpful photocopied materials. Moreover, the exigency demands for an updated and working language laboratory is one among an uprooted impediments. Instructors in the department also do not have reasonably adequate offices in which they consult and make contact with their students, and discharge their respective responsibilities efficiently.

The fact that the Department of English Language and Literature (DELL) is a part of Business and Economics Faculty (FBE) is a problem by itself. On the Academic Commission’s meetings of FBE so far, the Department found that much of the issues raised are of Business and Economics than language. This is because of the entirely different nature of the department as well as its demands.

The cumulative effect of these and other problems account to the low level of English language proficiency of our university graduates in general. The department recognizes that some of the problems are beyond the institution's solving capabilities as far as, for instance, the minimum level of English proficiency of incoming students is concerned. Other academic units of the university also know that this is the case. However, this low level of English language proficiency may well be attributed to the inadequacy of the service courses the DELL offers university-wide.

Yet, the DELL could not raise the students' English language proficiency to the level required because it operates under the following constraints:

- relatively large (usually over 40) class size for language teaching;
- students' English language inadequacy to follow university level language courses;
- lack of printed language materials for in-class as well as outside-class use;
- failure to provide even available textbooks to students on time.

As to students allocated to the DELL:

- the entrants come to the department with low motivation.
- the requirements for entrance do not take into consideration that language learning is a skill and thus some basic level of proficiency is required for the magnitude of education to be catered at the department
- more students are assigned than the department can cater for, and the trend is always on the increase (difficult to expect regular and frequent student-teacher contact and high level performance).
- absence of texts which were once available in sufficient number.

The department wishes that these constraints be taken note of when the issue of university graduates' English language proficiency is questioned.

Though the department recognizes that some of the inconveniences are being treated affirmatively, it still believes that due consideration has to be given to solve the constraints which appear routinely.

**5.3 Graduate Profiles**

The graduates of the programme are expected to:

- demonstrate an acceptable level of English language proficiency;
- write professional reports and/or portfolio;

- prepare and discharge effective presentations;
- Write and articulate expertise criticism on different publications, performances, media contents, or public discourses;
- edit fiction, non-fiction and other draft documents in terms of appropriateness of language usage, content, layout and design;
- gather and report news articles;
- conduct interviews;
- prepare and edit newsletters, brochures, flyers, press releases, manuals;
- translate oral and/or written texts from and to English;
- be effective communicators to promote the interests of organizations they work for as PR and journalists;
- discharge professional ethics.

**5.4 Programme Requirements**

**5. 4.1 Admission Requirements**

Students who join the Department are those who have passed the College Entrance Examination that is given to students who have completed the preparatory programme (10+2) in the high school.

Students who have completed a diploma programme in designated higher institutions of the country and fulfil the advanced standing requirement can also join the department.

**5.4.2 Graduation Requirements**

A minimum cumulative grade point average (CGPA) of 2 in their major and minor fields of study.

**5.4.3 Degree Nomenclature**

Bachelor of Arts in English Language and Literature
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**5.5. Teaching Learning Methods and Materials**

The Department uses a variety of teaching methods. The main ones are task based learning and interactive instruction. There are also seminars, presentations and discussions. The speech and listening courses make use of a language laboratory.

### 5.6. Resource Profile

Currently, the Department has 16 full time local staff members. There are 3 MA and 10 BA holders. Three of the senior staffs are expatriates who have recently been recruited from India to strengthen the newly opened department.

### 5.7. List of Courses

#### 5.7.1. Departmental Courses

The following is list of the newly revised course offerings for the three-year BA in English programme.

**Key**

Mid code no.0

Skill

Mid code no.1

| Linguistics | | |
|---|---|---|
| Course No | Course Title | Credit Hrs. |
| FLEn 221 | Introduction to Language and Linguistics | 3 |
| FLEn 321 | English Phonetics and Phonology | 3 |

| | | |
|---|---|---|
| FLEn 322 | English Morphology and Syntax | 3 |
| FLEn 421 | Language and Society | 3 |
| | **Total** | **12** |
| **Literature** | | |
| FLEn 111 | Fundamentals of Literature | 3 |
| FLEn 211 | Introduction to Fiction | 3 |
| FLEn 212 | Classical Greek & Roman Literature | 3 |
| FLEn 213 | Introduction to Literary Theory | 3 |
| FLEn 311 | Survey of British Literature | 3 |
| FLEn 312 | Survey of American Literature | 3 |
| FLEn 313 | Renaissance Drama | 2 |
| FLEn 314 | Romantic Poetry & Prose | 3 |
| FLEn 315 | Introduction to African-American Literature | 3 |
| FLEn 411 | The English Novel from Eighteenth to Nineteenth Century | 3 |
| FLEn 412 | Introduction to Anglophone African Literature | 3 |
| FLEn 413 | Narrative, Narratology and Modernist Fiction | 3 |
| FLEn 414 | Postmodern Fiction | 3 |
| | **Total** | **38** |
| **Skills** | | |
| FLEn 101 | Basic English I | 3 |
| FLEn 102 | Basic English II | 3 |
| FLEn 103 | Spoken English I | 3 |
| FLEn 104 | Spoken English II | 3 |
| FLEn 201 | Sophomore English | 3 |
| FLEn 202 | Composition & Grammar | 3 |
| FLEn 203 | Reading Skills | 3 |
| FLEn 204 | Writing for Specific Purposes | 3 |
| FLEn 205 | Argumentation & Debate | 3 |
| FLEn 301 | Advanced Composition I | 3 |
| FLEn 302 | Advanced Composition II | 3 |
| FLEn 303 | Translation | 3 |
| FLEn 304 | Research Methods | 3 |
| FLEn 401 | Public Attachment | 3 |
| FLEn 402 | Business Writing | 2 |
| FLEn 403 | Editing | 3 |
| FLEn 404 | Public Speaking | 3 |
| FLEn 405 | Senior Essay I | 1 |
| FLEn 406 | Senior Essay II | 3 |
| | **Total** | **54** |
| **Electives** | | |
| FLEn 214 | Introduction to Film Studies | 2 |
| FLEn 215 | Mythology | 2 |
| FLEn 216 | Introduction to Theatre | 2 |
| | **Total**[1] | **4** |
| | **Total Credit of Major Courses** | **108** |

### 5.7.2. Supportive Courses

[1] Students will only select two courses with a total sum of four credit hours.

| Supportive Courses | | |
|---|---|---|
| Course No | Course Title | Credit Hrs. |
| | Civic and Ethical Education I | 2 |
| | Civic and Ethical Education II | 2 |
| | Introduction to Philosophy | 3 |
| | Introduction to Logic | 3 |
| | Social Psychology | 3 |
| | Introduction to Statistics | 3 |
| | Principles of Economics | 3 |
| | Introduction to Computer Application | 2 |
| | **Total** | **21** |

### 5.7.3. Minor Courses

#### 5.7.3.1. History

| Ethiopian History | | |
|---|---|---|
| Course No | Course Title | Credit Hrs. |
| | Ethiopia and the Horn to 1855 | 3 |
| | Ethiopia and the Horn 1855-1941 | 3 |
| | Ethiopia and the Horn 1941-1991 | 3 |
| | **Total** | **9** |
| **African History** | | |
| | Africa to the 1880s | 3 |
| | Africa since the 1880s | 3 |
| | **Total** | **6** |
| **World History** | | |
| | Survey of World History to 1815 | 3 |
| | History of the World Since 1815 | 3 |
| | **Total** | **6** |
| | **Minor Courses Total** | **21** |

#### 5.7.3.2. Amharic

| Literature | | |
|---|---|---|
| Course No | Course Title | Credit Hrs. |
| | Amharic Poetry | 3 |
| | Amharic Novel | 3 |
| | Survey of Amharic Literature | 3 |
| | **Total** | **9** |
| **Skill** | | |

| | | |
|---|---|---|
| | Advanced Composition I | 3 |
| | Advanced Composition II | 3 |
| | **Total** | **6** |
| **Linguistics** | | |
| | Structure of Amharic I | 3 |
| | Structure of Amharic II | 3 |
| | **Total** | **6** |
| | **Minor Courses Total** | **21** |

#### 5.7.3.3. Communication Studies

| **Theories** | | |
|---|---|---|
| Course No | Course Title | Credit Hrs. |
| | Communication Theories | 2 |
| | Interpersonal Communication Theory | 2 |
| | Mass Communication Theory | 3 |
| | **Total** | **7** |
| **Specialties** | | |
| | Development Communication | 3 |
| | Intercultural Communication | 3 |
| | Gender and Communication | 2 |
| | **Total** | **8** |
| **Miscellaneous** | | |
| | Persuasion | 2 |
| | Interviewing Principles and Practices | 2 |
| | Introduction to Public Relations | 2 |
| | **Total** | **6** |
| | **Minor Courses Total** | **21** |

#### 5.7.3.4. Journalism

| **Print Journalism** | | |
|---|---|---|
| Course No | Course Title | Credit Hrs. |
| | Layout and Design | 2 |
| | Writing for Newspapers and Magazines | 3 |
| | Photo Journalism | 2 |
| | Feature Writing | 3 |
| | **Total** | **10** |
| **Media** | | |
| | Media Law and Ethics | 3 |
| | Media Management | 3 |
| | **Total** | **6** |
| **Miscellaneous** | | |
| | Principles of Journalism | 3 |

| | | |
|---|---|---|
| | Investigative Journalism | 2 |
| | **Total** | **5** |
| | **Minor Courses Total** | **21** |

### 5.7.4. Common English Courses Offered to other Departments

| Common Courses | | |
|---|---|---|
| Course No | Course Title | Credit Hrs. |
| FLEn 101 | Basic English I | 3 |
| FLEn 102 | Basic English II | 3 |
| FLEn 201 | Sophomore English | 3 |
| FLEn 206 | Presentation Skills | 2 |
| FLEn 305 | Technical Report Writing | 3 |
| **Total** | | **14** |

### 5.7.5. Courses for Departments taking English as Minor

| Literature | | |
|---|---|---|
| Course No | Course Title | Credit Hrs. |
| FLEn 111 | Fundamentals of Literature | 3 |
| FLEn 412 | Introduction to Anglophone African Literature | 3 |
| | **Total** | **6** |
| **Skill** | | |
| FLEn 103 | Spoken English I | 3 |
| FLEn 104 | Spoken English II | 3 |
| FLEn 301 | Advanced Composition I | 3 |
| FLEn 302 | Advanced Composition II | 3 |
| FLEn 404 | Public Speaking | 3 |
| | **Total** | **15** |
| | **Minor Courses Total** | **21** |

## 5.8. Sequencing and Breakdown of Courses

### 5.8.1 History Minor

**Year I Semester I**

| Course Number | Course Title | Credits |
|---|---|---|
| FLEn 101 | Basic English I | 3 |
| FLEn 103 | Spoken English I | 3 |
| | Introduction to Social Psychology | 3 |

| | | |
|---|---|---|
| | Principles of Economics | 3 |
| | Introduction to Statistics | 3 |
| | Introduction to Philosophy | 3 |
| | Civic & Ethical Education I | 2 |
| | **Total Credits** | **20** |

### Year I Semester II

| Course Number | Course Title | Credits |
|---|---|---|
| FLEn 102 | Basic English II | 3 |
| FLEn 104 | Spoken English II | 3 |
| FLEn 111 | Fundamentals of Literature | 3 |
| | Introduction to Logic | 3 |
| | Introduction to Computer Application | 2 |
| | Ethiopia and the Horn to 1855 | 3 |
| | Civic & Ethical Education I | 2 |
| | **Total Credits** | **19** |

### Year II Semester I

| Course Number | Course Title | Credits |
|---|---|---|
| FLEn 221 | Introduction to Language & Linguistics | 3 |
| FLEn 211 | Introduction to Fiction | 3 |
| FLEn 201 | Sophomore English | 3 |
| FLEn 202 | Composition & Grammar | 3 |
| | Elective I | 2 |
| | Ethiopia and the Horn 1855-1941 | 3 |
| | **Total Credits** | **17** |

### Year II Semester II

| Course Number | Course Title | Credits |
|---|---|---|
| FLEn 212 | Classical Greek & Roman Literature | 3 |
| FLEn 213 | Introduction to Literary Theory | 3 |
| FLEn 203 | Reading Skills | 3 |
| FLEn 204 | Writing for Specific Purposes | 3 |
| FLEn 205 | Argumentation & Debate | 3 |
| | Elective II | 2 |

| | | |
|---|---|---|
| | Ethiopia and the Horn 1941-1991 | 3 |
| | **Total Credits** | **20** |

### Year III Semester I

| Course Number | Course Title | Credits |
|---|---|---|
| FLEn 231 | English Phonetics & Phonology | 3 |
| FLEn 311 | Survey of British Literature | 3 |
| FLEn 313 | Renaissance Drama | 2 |
| FLEn 315 | Introduction to African-American Literature | 3 |
| FLEn 302 | Advanced Composition I | 3 |
| FLEn 303 | Translation | 3 |
| | Africa to the 1880s | 3 |
| | **Total Credits** | **20** |

### Year III Semester II

| Course Number | Course Title | Credits |
|---|---|---|
| FLEn 322 | English Morphology & Syntax | 3 |
| FLEn 312 | Survey of American Literature | 3 |
| FLEn 314 | Romantic Poetry & Prose | 3 |
| FLEn 302 | Advanced Composition II | 3 |
| FLEn 304 | Research Methods | 3 |
| | Africa since the 1880s | 3 |
| | **Total Credits** | **18** |

### Year IV Semester I

| Course Number | Course Title | Credits |
|---|---|---|
| FLEn 421 | Language & Society | 3 |
| FLEn 411 | The English Novel from 18$^{th}$ to 19$^{th}$ Century | 3 |
| FLEn 413 | Narrative, Narratology and Modernist Fiction | 3 |
| FLEn 401 | Public Attachment | 3 |
| FLEn 402 | Business Writing | 2 |
| FLEn 404 | Public Speaking | 3 |
| FLEn 405 | Senior Essay I | 1 |
| | Survey of World History to 1815 | 3 |
| | **Total Credits** | **21** |

### Year IV Semester II

| Course Number | Course Title | Credits |
|---|---|---|
| FLEn 421 | Introduction to Anglophone African Literature | 3 |
| FLEn 411 | Postmodern Fiction | 3 |
| FLEn 413 | Editing | 3 |
| FLEn 401 | Senior Essay II | 3 |
| FLEn 402 | History of the World since 1815 | 3 |
| | **Total Credits** | **15** |

### 5.8.2 Amharic Minor

#### Year I Semester I

| Course Number | Course Title | Credits |
|---|---|---|
| FLEn 101 | Basic English I | 3 |
| FLEn 103 | Spoken English I | 3 |
| | Introduction to Social Psychology | 3 |
| | Principles of Economics | 3 |
| | Introduction to Statistics | 3 |
| | Introduction to Philosophy | 3 |
| | Civic & Ethical Education I | 2 |
| | **Total Credits** | **20** |

#### Year I Semester II

| Course Number | Course Title | Credits |
|---|---|---|
| FLEn 102 | Basic English II | 3 |
| FLEn 104 | Spoken English II | 3 |
| FLEn 111 | Fundamentals of Literature | 3 |
| | Introduction to Logic | 3 |
| | Introduction to Computer Application | 2 |
| | Civic & Ethical Education II | 2 |
| | Amharic Novel | 3 |
| | **Total Credits** | **19** |

#### Year II Semester I

| Course Number | Course Title | Credits |
|---|---|---|
| FLEn 221 | Introduction to Language & Linguistics | 3 |
| FLEn 211 | Introduction to Fiction | 3 |
| FLEn 201 | Sophomore English | 3 |
| FLEn 202 | Composition & Grammar | 3 |

| | | |
|---|---|---|
| | Elective I | 2 |
| | Advanced Composition I | 3 |
| | **Total Credits** | **17** |

### Year II Semester II

| Course Number | Course Title | Credits |
|---|---|---|
| FLEn 212 | Classical Greek & Roman Literature | 3 |
| FLEn 213 | Introduction to Literary Theory | 3 |
| FLEn 203 | Reading Skills | 3 |
| FLEn 204 | Writing for Specific Purposes | 3 |
| FLEn 205 | Argumentation & Debate | 3 |
| | Elective II | 2 |
| | Advanced Composition II | 3 |
| | **Total Credits** | **20** |

### Year III Semester I

| Course Number | Course Title | Credits |
|---|---|---|
| FLEn 231 | English Phonetics & Phonology | 3 |
| FLEn 311 | Survey of British Literature | 3 |
| FLEn 313 | Renaissance Drama | 2 |
| FLEn 315 | Introduction to African-American Literature | 3 |
| FLEn 302 | Advanced Composition I | 3 |
| FLEn 303 | Translation | 3 |
| | Structure of Amharic I | 3 |
| | **Total Credits** | **20** |

### Year III Semester II

| Course Number | Course Title | Credits |
|---|---|---|
| FLEn 322 | English Morphology & Syntax | 3 |
| FLEn 312 | Survey of American Literature | 3 |
| FLEn 314 | Romantic Poetry & Prose | 3 |
| FLEn 302 | Advanced Composition II | 3 |
| FLEn 304 | Research Methods | 3 |
| | Structure of Amharic II | 3 |
| | **Total Credits** | **18** |

### Year IV Semester I

| Course Number | Course Title | Credits |
|---|---|---|
| FLEn 421 | Language & Society | 3 |
| FLEn 411 | The English Novel from 18th to 19th Century | 3 |
| FLEn 413 | Narrative, Narratology and Modernist Fiction | 3 |
| FLEn 401 | Public Attachment | 3 |
| FLEn 402 | Business Writing | 2 |
| FLEn 404 | Public Speaking | 3 |
| FLEn 405 | Senior Essay I | 1 |
| | Amharic Poetry | 3 |
| | **Total Credits** | **21** |

### Year IV Semester II

| Course Number | Course Title | Credits |
|---|---|---|
| FLEn 421 | Introduction to Anglophone African Literature | 3 |
| FLEn 411 | Postmodern Fiction | 3 |
| FLEn 413 | Editing | 3 |
| FLEn 401 | Senior Essay II | 3 |
| FLEn 402 | Survey of Ethiopian Literature | 3 |
| | **Total Credits** | **15** |

## 5.8.3 Communication Studies Minor

### Year I Semester I

| Course Number | Course Title | Credits |
|---|---|---|
| FLEn 101 | Basic English I | 3 |
| FLEn 103 | Spoken English I | 3 |
| | Introduction to Social Psychology | 3 |
| | Principles of Economics | 3 |
| | Introduction to Statistics | 3 |
| | Introduction to Philosophy | 3 |
| | Civic & Ethical Education I | 2 |
| | **Total Credits** | **20** |

### Year I Semester II

| Course Number | Course Title | Credits |
|---|---|---|
| FLEn 102 | Basic English II | 3 |
| FLEn 104 | Spoken English II | 3 |
| FLEn 111 | Fundamentals of Literature | 3 |
| | Introduction to Logic | 3 |
| | Introduction to Computer Application | 2 |

| | | |
|---|---|---|
| | Civic & Ethical Education II | 2 |
| | Communication Theories | 2 |
| | Introduction to Public Relations | 2 |
| | **Total Credits** | **20** |

### Year II Semester I

| Course Number | Course Title | Credits |
|---|---|---|
| FLEn 221 | Introduction to Language & Linguistics | 3 |
| FLEn 211 | Introduction to Fiction | 3 |
| FLEn 201 | Sophomore English | 3 |
| FLEn 202 | Composition & Grammar | 3 |
| | Elective I | 2 |
| | Interpersonal Communication Theory | 2 |
| | Interviewing Principles & Practices | 2 |
| | **Total Credits** | **18** |

### Year II Semester II

| Course Number | Course Title | Credits |
|---|---|---|
| FLEn 212 | Classical Greek & Roman Literature | 3 |
| FLEn 213 | Introduction to Literary Theory | 3 |
| FLEn 203 | Reading Skills | 3 |
| FLEn 204 | Writing for Specific Purposes | 3 |
| FLEn 205 | Argumentation & Debate | 3 |
| | Elective II | 2 |
| | Mass Communication Theory | 3 |
| | **Total Credits** | **20** |

### Year III Semester I

| Course Number | Course Title | Credits |
|---|---|---|
| FLEn 231 | English Phonetics & Phonology | 3 |
| FLEn 311 | Survey of British Literature | 3 |
| FLEn 313 | Renaissance Drama | 2 |
| FLEn 315 | Introduction to African-American Literature | 3 |
| FLEn 302 | Advanced Composition I | 3 |
| FLEn 303 | Translation | 3 |
| | Development Communication | 3 |
| | **Total Credits** | **20** |

### Year III Semester II

| Course Number | Course Title | Credits |
|---|---|---|
| FLEn 322 | English Morphology & Syntax | 3 |

| | | |
|---|---|---|
| FLEn 312 | Survey of American Literature | 3 |
| FLEn 314 | Romantic Poetry & Prose | 3 |
| FLEn 302 | Advanced Composition II | 3 |
| FLEn 304 | Research Methods | 3 |
| | Persuasion | 2 |
| | **Total Credits** | **17** |

### Year IV Semester I

| Course Number | Course Title | Credits |
|---|---|---|
| FLEn 421 | Language & Society | 3 |
| FLEn 411 | The English Novel from 18th to 19th Century | 3 |
| FLEn 413 | Narrative, Narratology and Modernist Fiction | 3 |
| FLEn 401 | Public Attachment | 3 |
| FLEn 402 | Business Writing | 2 |
| FLEn 404 | Public Speaking | 3 |
| FLEn 405 | Senior Essay I | 1 |
| | Gender & Communication | 2 |
| | **Total Credits** | **20** |

### Year IV Semester II

| Course Number | Course Title | Credits |
|---|---|---|
| FLEn 421 | Introduction to Anglophone African Literature | 3 |
| FLEn 411 | Postmodern Fiction | 3 |
| FLEn 413 | Editing | 3 |
| FLEn 401 | Senior Essay II | 3 |
| FLEn 402 | Intercultural Communication | 3 |
| | **Total Credits** | **15** |

## 5.8.4 Journalism Minor

### Year I Semester I

| Course Number | Course Title | Credits |
|---|---|---|
| FLEn 101 | Basic English I | 3 |
| FLEn 103 | Spoken English I | 3 |
| | Introduction to Social Psychology | 3 |
| | Principles of Economics | 3 |

| | | |
|---|---|---|
| | Introduction to Statistics | 3 |
| | Introduction to Philosophy | 3 |
| | Civic & Ethical Education I | 2 |
| | **Total Credits** | **20** |

### Year I Semester II

| Course Number | Course Title | Credits |
|---|---|---|
| FLEn 102 | Basic English II | 3 |
| FLEn 104 | Spoken English II | 3 |
| FLEn 111 | Fundamentals of Literature | 3 |
| | Introduction to Logic | 3 |
| | Introduction to Computer Application | 2 |
| | Civic & Ethical Education II | 2 |
| | Principles of Journalism | 3 |
| | **Total Credits** | **19** |

### Year II Semester I

| Course Number | Course Title | Credits |
|---|---|---|
| FLEn 221 | Introduction to Language & Linguistics | 3 |
| FLEn 211 | Introduction to Fiction | 3 |
| FLEn 201 | Sophomore English | 3 |
| FLEn 202 | Composition & Grammar | 3 |
| | Elective I | 2 |
| | Writing for Newspapers & Magazines | 3 |
| | **Total Credits** | **17** |

### Year II Semester II

| Course Number | Course Title | Credits |
|---|---|---|
| FLEn 212 | Classical Greek & Roman Literature | 3 |
| FLEn 213 | Introduction to Literary Theory | 3 |
| FLEn 203 | Reading Skills | 3 |
| FLEn 204 | Writing for Specific Purposes | 3 |
| FLEn 205 | Argumentation & Debate | 3 |
| | Elective II | 2 |
| | Feature Writing | 3 |
| | **Total Credits** | **20** |

### Year III Semester I

| Course Number | Course Title | Credits |
|---|---|---|
| FLEn 231 | English Phonetics & Phonology | 3 |
| FLEn 311 | Survey of British Literature | 3 |
| FLEn 313 | Renaissance Drama | 2 |
| FLEn 315 | Introduction to African-American Literature | 3 |
| FLEn 302 | Advanced Composition I | 3 |
| FLEn 303 | Translation | 3 |
| | Layout & Design | 2 |
| | Photo Journalism | 2 |
| | **Total Credits** | **21** |

### Year III Semester II

| Course Number | Course Title | Credits |
|---|---|---|
| FLEn 322 | English Morphology & Syntax | 3 |
| FLEn 312 | Survey of American Literature | 3 |
| FLEn 314 | Romantic Poetry & Prose | 3 |
| FLEn 302 | Advanced Composition II | 3 |
| FLEn 304 | Research Methods | 3 |
| | Media Law & Ethics | 3 |
| | **Total Credits** | **18** |

### Year IV Semester I

| Course Number | Course Title | Credits |
|---|---|---|
| FLEn 421 | Language & Society | 3 |
| FLEn 411 | The English Novel from 18$^{th}$ to 19$^{th}$ Century | 3 |
| FLEn 413 | Narrative, Narratology and Modernist Fiction | 3 |
| FLEn 401 | Public Attachment | 3 |
| FLEn 402 | Business Writing | 2 |
| FLEn 404 | Public Speaking | 3 |
| FLEn 405 | Senior Essay I | 1 |
| | Investigative Journalism | 2 |
| | **Total Credits** | **20** |

### Year IV Semester II

| Course Number | Course Title | Credits |
|---|---|---|
| FLEn 421 | Introduction to Anglophone African Literature | 3 |
| FLEn 411 | Postmodern Fiction | 3 |

| | | |
|---|---|---|
| FLEn 413 | Editing | 3 |
| FLEn 401 | Senior Essay II | 3 |
| FLEn 402 | Media Management | 3 |
| | **Total Credits** | **15** |

### 5.9 Course Description

#### 5.9.1 Departmental Courses

**Linguistics**

FLEn 221: Introduction to Language and Linguistics (3)

This course introduces students with basic concepts and skills in the study of language. In the first part, the course presents the nature of language and its characteristics, phonetics, phonology and morphology. The second deals with Introductory units on syntax semantics, and the relations between language, culture and society, as well as nature of writing and writing systems, It also includes a unit of Ethiopia languages-their divisions & relations.

FLEn 321: English Phonetics and Phonology (3)

This course emphasizes on the study of speech sounds and the fundamentals of the systematic study of speech sound patterns. It, first, begins with the articulatory, physiological, and perceptual characteristics of the speech sounds of English, and explores various theoretical as well as practical issues that arise in phonology. Topics include phonetic and phonological concepts for analyzing sounds and sound systems of language, mechanisms of speech sound production, phonemic analysis, phonological processes, rules, and representations.

FLEn 322: English Morphology and Syntax (3)

This course provides an account of introduction to the theory of morphology and syntax, concentrating on core issues and phenomena. Issues to be addressed in morphology include the internal structure of words; morphemes, morphs and allomorphs, types of morphemes, the distribution of phonemes in words, the phonological shape of phonemes determined by their position, morphological processes, grammatical categories: infection and derivation, word formation processes, and review of English morphology and analysis of representative materials

from languages with richer morphology. Under syntax, the course examines the generative transformational model of syntax; syntactic elements and structures, phrase structure, and the lexicon, major trends is syntax, analysis of various grammatical constructions, primarily English, and their consequences for general theory of language. It also includes issues on the interface between morphology and syntax.

### FLEn 421: Language and Society (3)

This curse provides an interdisciplinary introduction to language in its social context. Issues to be addressed in this course include, language, society, how languages resemble and differ from each other, the social and psychological processes involved when individuals learn languages, the interrelation between language and gender (gender difference in speech), language and ethnicity (ethnic difference in speech), language varieties and change, maintenance and shift, multilingual societies, social dialects (socially conditioned haggadistic valuation)  register, styles; in addition, the social and political, ramification of language attitudes, and the communicative and social significance of different speech acts.

**Literature**

### FLEn 111: Fundamentals of Literature (3)

This is a preliminary course of literature that sets forth the platform for a series of other advanced courses. The course introduces students to the concepts of oral and written literature, basic literary concepts, and major literary genres including fiction, poetry, and drama. Sub genres such as epistolary and historical novels, narrative and lyric poetry, tragedy and comedy will also be studied. Elements of literature such as setting, character, conflict, and theme will be introduced along with literary techniques like foreshadowing, flashback, simile, metaphor, irony, personification, hyperbole, onomatopoeia. Activities involve reading, describing and interpreting texts.

### FLEn 211: Introduction to Fiction (3)

This course introduces students to the short story as a literary form, exploring not only the various elements that make up the short story (plot, characterization, style, genre, theme, etc.) but also its development in historical, cultural, and thematic contexts. Students also explore timeless moral and ethical questions probed by great writers. In exploring these stories through the eyes of the

“storytellers,” we will learn more about both the stories themselves and the narrators’ biases, agendas, or simply the “lens” through which they perceive the world. Students are encouraged to analyze these things in light of their own lives and times, and to explore their own values. Central to this course is a method of interpretive reading and discussion called “shared inquiry.” In shared inquiry, participants work together to answer questions about important problems of meaning in a literary work. Participants develop their own interpretations and support them with evidence from the text.

### FLEn 212: Classical Greek and Roman Literature (3)

The course deals with reading and discussion of outstanding works in translation from Archaic, Classical, and Hellenistic Greece—including selections from such authors as Homer, Sophocles, Euripides, Sappho, Herodotus, Plato, and Aristophanes—and from the Roman republic and empire —including selections from such authors as Virgil, Ovid, Catullus, Horace, Cicero, Tacitus, Juvenal, and Plautus. The course examines what makes these works “classics,” the defining characteristics of different genres, and the social context in which these authors worked.

### FLEn 213: Introduction to Literary Theory (3)

The course familiarizes students with the theory and practice of comparative literature. Against a background of classical poetics and rhetoric, it explores various modern literary theories, including Russian Formalism, Frankfurt School, Feminism, Psychoanalysis, Deconstruction, New Historicism, and others. All reading in theory is paired with that of literary texts drawn from a wide range of literary periods and national traditions.

### FLEn 311: Survey of British Literature (3)

This course presents a broad overview of British literature from the 8th-10th centuries to the present. Students will utilize various critical approaches and reading strategies as they examine important authors and themes of this literature and tradition. The course will pay special attention to genre, culture, and perspectives. Some of the authors that will be included in this course are the Beowulf poet, Chaucer, Spenser, Sidney, Bacon, Marlowe, Shakespeare, Donne, Milton, Dryden, Pope, Johnson, Austin, selected Romantics (Blake, Wordsworth, Coleridge, Shelly, Byron, Keats), selected Victorians (Dickens, the Brownings, George Eliot, the Rosettis, Pater), and selected 20th century writers.

### FLEn 312: Survey of American Literature (3)

This course deals with the origins and growth of the American literary imagination from its beginnings in Puritan documents through major works of the early Romantics. The course pursues to introduce works of representative nineteenth century writers including Ralph Waldo Emerson, Frederick Douglass, Walt Whitman, Emily Dickinson, Herman Melville, Mark Twain, Kate Chopin, William Dean Howells, Edith Warton, Henry James, Charles W. Chesnutt, and Charlotte Perkins Gilman. Topics of discussion include Emerson's influence on American culture, developments in American literary form, and themes of American community and nature. Another major ingredient of the course is twentieth century American literature emphasizing a discussion of American identity and the "American dream," developments in literary form, and the social and political values of modern literature. Writers of this age include Edith Wharton, F. Scott Fitzgerald, Sinclair Lewis, Ernest Hemingway, Gertrude Stein, T. S. Eliot, Zora Neale Hurston, William Faulkner, Willa Cather, Dorothy Parker, William Carlos Williams, Wallace Stevens, Langston Hughes, Walker Evans and James Agee, Eugene O'Neill, and Dashiell Hammett.

### FLEn 313: Renaissance Drama (2)

This course examines the theatrical explosion of the late sixteenth and early seventeenth centuries, a phenomenon sometimes eclipsed by the fame of its most legendary figurehead, Shakespeare. Students will read a selection of plays by Kyd, Marlowe, Jonson, Webster, Middleton, Beaumont and Fletcher. Themes will include staging and performance, meta-theatricality, disguise, revenge, melodrama, transvestitism, and black comedy.

### FLEn 314: Romantic Poetry and Prose (3)

The course deals with how British Romantic writers lived through a period of rapid social change and the violent political upheavals of the French Revolution and its aftermath, and responded fully to these changes in their writing. It will focus on a selection of the poetry and prose written during this period, from the Fall of the Bastille (1789) to the Reform Act (1832). The writers to be studied will include poets such as Blake, Robinson, Wordsworth, Coleridge, Shelley, Byron, Hemans, Tighe, and Keats, the political writings of Burke, Williams, Wollstonecraft and Godwin, selections from the work of the main essayists, such as Hazlitt and De Quincey; and several novels that represent the Gothic tradition or the reaction against it. In addition to considering the literary texts,

we will also look at some of the theoretical writings of the period, such as Wordsworth's Preface to *Lyrical Ballads* and Shelley's *Defence of Poetry*.

### FLEn 315: Introduction to African-American Literature

This introductory course surveys the histories of people of African descent in Africa, the Americas, and the Caribbean from approximately the Middle Ages to the 1880s. Emphases include the Atlantic slave trade and its complex relationship to Africa; the economic systems, cultures, and communities of Africans and African-Americans in the New World, in slavery and in freedom; the rise of anti-slavery movements; and the socio-economic systems that replaced slavery in the late 19th century.

Series of courses focuses on African-American literature. African-American Women Writers examines figures such as Harriet Wilson, Frances Harper, Nella Larsen, Zora Neale Hurston, Ann Petry, Toni Morrison, and Terry McMillan. African-American Novel examines novelists such as James Weldon Johnson, Richard Wright, James Baldwin, Toni Morrison, Ralph Ellison, and Zora Neale Hurston.

### FLEn 411: The English Novel from 18th to 19th Century (3)

This course will focus on the origins and development of the British novel through the eighteenth century and its heyday in the 19th century. The course not only familiarizes students only with important figures in the novel's development but also with the main novel genres produced as the novel developed. It offers an overview of the various forms of the 18th century British novel and their literary, social, political, and religious underpinnings. Genres include amatory fiction, the traveler's tale, domestic fiction, the novel of sensibility, the picaresque, the gothic, the political novel, the courtship novel, and historical fiction. Daniel Defoe, Henry Fielding, Laurence Sterne, Charles Dickens, Jane Austen, Charlotte and Emily Brontë and Thomas Hardy are represented along with others whose different kinds of fiction are set in their social and historical contexts. In the process, students will think about irony, character, genre, varieties of narrative structure, claims to 'realism', and the role of the reader.

### FLEn 412: Introduction to Anglophone African Literature (3)

The course represents exploration of African literature of several genres including poetry, drama, fiction, and non-fiction. Selected readings address topics such as African religion and culture and the impact of colonialism and various liberation movements. Texts may include works by South African poet Dennis Brutus, historian Cheik Anta Diop, dramatist Wole Soyinka, and novelists Aye

Kwei Armah and Chinua Achebe, Ngugi wa Thiong'o, Buchi Emecheta and others. Issues in the development of African literature including the question of language in African literatures and the crisis and challenge of publishing in Africa will be covered. African literary texts in English will be surveyed through reading, analyzing and interpreting by taking linguistic, historical, sociological views.

### FLEn 413: Narrative, Narratology, and Modernist Fiction (3)

This course will combine a study of selected works of Modernist fiction with readings in narrative theory from the early twentieth century to the present. Some objectives will be: to study the emergence of narrative theory in the Modernist period; to consider the way the meaning of "Modernism" was produced through later critical and theoretical studies; to examine potential applications of current narrative theory to Modernist fiction; to reexamine Postmodernist constructions of Modernism as Postmodernism's "Other"; to examine potentials for computerized analysis of Modernist texts; to examine the significance, to narratological studies, of feminist and cultural critique.

### FLEn 414: Postmodern Fiction (3)

The fiction course is designed to trace the development of conceptualizations of postmodern fiction, from the 'Literature of Exhaustion' and ironic Metafiction of the 1960s and 70s, in Nabokov and others, to later texts in which Postmodernism is more readily defined by an engagement with issues of gender, ethnicity, media, cultural hierarchy and politics within the 'new world order', and in which a return to history and allegory is often seen. Students will study issues of genre, form, periodicity, history, and interpretation.

**Skills**

### FLEn 101: Basic English I (3)

The main purpose of Basic English I is to develop students' skills in recognizing parts of sentences and to increase students' competencies in composing them. Special emphasis will be placed on eliminating sentence errors (run-ons, comma splices, and fragments). Writing assignments will emphasize skills in paragraph construction. Due emphasis will be given to the correct application of spelling, punctuation, capitalization, and mechanics.

### FLEn 102: Basic English II (3)

Developing language skills: reading and listening for gist, identifying structures of a talk; note – taking from reading text and listening to lectures; developing basic reading skills and writing guided summaries; study in the use of word components, collocation, clues for vocabulary development; learning grammatical elements: relative clauses, modals, voice, time clauses, conditionals, reported speech; developing spoken skills through pair and group work, self introduction, exchange of views on topical issues; introducing paragraph writing.

### FLEn 103: Spoken English I (3)

The sound system of English and its phonetic transcription; activities for developing the skills of speaking and listening English: listening to a variety of model dialogues, dialogue rehearsals, dialogue completion, oral reading of short texts, directed listening to taped conversations and role plays in controlled, semi-controlled and free situations.

### FLEn 104: Spoken English II (3)

Activities for accuracy, fluency, and appropriacy of oral English; pronunciation features: word and sentence stress, intonation, rhythm, pitch; extended listening activities focusing on sub-skills: listening to lectures and talks, not-taking and summarizing; appropriate telephone language; presenting brief oral reports from printed and non-printed sources; class discussions related to language function: expressing opinions, agreeing and disagreeing, reacting to comments, problem – solving tasks, seminar skills, interviews and role plays.

### FLEn 201: Sophomore English (3)

Basic writing skills: producing grammatically correct and meaningful sentences; combining sentences: subordination and co-ordination; topic sentence; details in paragraphs; concluding sentences; principles of writing: unity, coherence, emphasis, interest; patterns of paragraph development: cause – effect, illustration, definition, identification, analysis, comparison and contrast, classification, combination method; topic selection; outlining; drafting; revising essays; mechanics of writing: punctuation, capitalization, words frequently misspelled and confused; indentation; essays of different discourse.

### FLEn 202: Composition & Grammar (3)

This course provides fundamental concepts in grammar, usage, mechanics, and compositional skills. In grammar, the objective is to teach the student correct usage which will in turn facilitate the teaching of writing. In composition, the objective is to teach the student to integrate the knowledge of grammar, vocabulary, and content to produce original materials.

### FLEn 203: Reading Skills (3)

Creating awareness through tasks for developing reading comprehension, vocabulary and reading speed, developing advanced skills of reading: skimming and scanning, general and critical reading; developing the habits of intensive and extensive reading, assigning students to critique texts.

### FLEn 204: Writing for Specific Purposes (3)

This course provides students with the rhetorical foundations that prepare them for the demands of academic and professional writing. The course will help students understand the strategies and processes that good writers use whenever they try to accomplish a specific purpose. In college, these purposes include writing to understand and to demonstrate that understanding; writing to teach, entertain, or persuade a reader; writing to pose or solve problems; and writing to explain or challenge existing knowledge. The course will also teach students to respond effectively to the writing of others, and to use the suggestions of their teacher and their peers to improve their own writing. Some class discussion and readings focus on the function and scope of language and communication in a variety of social contexts.

### FLEn 205: Argumentation and Debate (3)

This course will study special forms of debate and public discussion such as personal situations, the law, the legislature, the courts, the media, and academia. Students will learn to adapt argumentation to various types of audiences. Principles of argumentation in great historical debate will be analyzed. Students will gain insight into the process of debating issues of social, political, economic, and foreign policies. This understanding will be gained through insight into the nature of argumentation and policy debate in democratic society.

### FLEn 301: Advanced Composition I (3)

Appreciate use of diction; analysis of arguments; responding to reading by writing; summary; non-academic writing beliefs; principles; minutes; business correspondence

### FLEn 302: Advanced Composition II (3)

Appropriate use of diction; analysis of arguments; responding to reading by writing; quoting, objective summary, evaluative summary; book review; analysis of writing of different authors for parallel writing; non-academic writing; letters to the editor, writing advertisements, newsletters, brochures; personal writing: beliefs, principles, values; memos, minutes, and business correspondence.

### FLEn 303: Translation (3)

Defining translation; the place of translation as a subject of art or science; the problem of equivalence; methods and procedures of translation; text and context in translation; the characteristics of a good translation; fundamentals of translation criticism; translating selected short texts between English and Amharic. Translation and culture; criticism of translation; translation and characteristic of discourse; evaluating translated texts; translating different types of texts between English and Amharic.

### FLEn 304: Research Methods (3)

Defining 'research'; types of research: basic, applied; identification of a general subject for research; research methodology: quantitative and qualitative; narrowing the general subject to a specific topic; types and formats of reports; gathering data from a variety of sources; library (general bibliographies, general indexes, specialized indexes on the research topic); outside the library (interview, questionnaire, observation and tests); data analyses; formulating a temporary thesis and outline; preparing preliminary bibliography evaluating source materials; taking relevant notes from sources; revising outline; writing the first draft; filling in references on draft; avoiding plagiarism; writing up the paper; proof-reading.

### FLEn 401: Public Attachment (3)

Attaching students to various institutions and organizations for supervised practice in: news story writing, editing, preparing feature articles and reports; public opinion polling and press release.

### FLEn 402: Business Writing (3)

The concept of business writing, various types of business letters (letters of complaint, letters of request, claim and adjustment letters, credit and collection letters, sales letters, public relations letters, social business letters such as letters of congratulations, thank you letters, of condolence, etc.) , business report writing conventions, writing minutes, memos, email and fax messages.

### FLEn 403: Editing (3)

Basic concepts and principles of editing; techniques of editing; roles and responsibilities of news editor: news judgment, refining skills in selecting, judging and weighing facts; interpretation and opinion in news, copy-reading, proof-reading, headline preparation, design and makeup, typography, assignment in planning, designing and producing newspapers for hands-on-experience.

### FLEn 404: Public Speaking (3)

This is a practical course in the preparation and presentation of original speeches before an audience. The course will cover such topics as gathering materials, speech organization, use of supporting materials, style, delivery techniques, and techniques of persuasion. Students will also learn theories about speech making.

### FLEn 405: Senior Essay I (1)

This course introduces students with basic concepts of preparing a research proposal theoretically as well as making them develop one for the senior essay they prepare subsequently. Students will be introduced with universally accepted layout and content-background of the study, statement of the problem, objectives of the study, significance of the study, scope of the study, limitations of the study, time schedule, cost breakdown and reference-of a proposal. The course also deals with concepts like information gathering, cataloguing, plagiarism, excerpt adaptation, paraphrasing, etc.

### FLEn 406: Senior Essay II (3)

The Senior Essay is a supervised writing based upon selected topics of students' choice. Students are expected to conduct research as part of partial fulfillment of BA degree in Applied English.

**Electives**

FLEn 214: Introduction to Film Studies (2)

This course is a survey of the discipline of Film Studies, its methodologies, genres and histories. Through an examination of various cinematic forms, styles, and genres, roughly following a historical chronology, the course aims to develop the critical skills crucial to the discourse of Film Studies. Such a critical evaluation of cinema demands an interdisciplinary approach, drawing from such disparate sources as: Aesthetics, Art History, Cultural Studies, Feminism, and Postcolonial Studies. In addition to developing an understanding of the critical tools available to us, the course is designed to provide a wide survey of the world's classic cinema.

FLEn 215: Mythology (2)

This course deals with the cross-cultural and historical survey of some of the world's mythology. It is intended to familiarize students with the ways in which different cultures have interpreted the world in which they live—how cultures created their own explanations for phenomena they could not understand. Myths from Africa, the Middle East, Europe, the Far East, and the Americas will be examined. Special focus will be given to classical Greek and Roman mythology as it has continued to influence western art and literature up to the present day.

FLEn 216: Introduction to Theatre (2)

This course shall be an introduction to theater—its past, its present and to a certain extent, its future. It will be an introduction to some of the more important plays, artists, and events in theater history. It will be an introduction to some of the theater's terminology. It will be an exploration of how various cultures are reflected in the theater, and how theater, in turn influences cultures. We will utilize chapters from the text and selected plays from the text.

**5.9.2 Supportive Courses**

Civic & Ethical Education I
Civic & Ethical Education II
Introduction to Philosophy
Introduction to Logic
Social Psychology
Introduction to Statistics
Principles of Economics
Introduction to Computer Application

#### 5.9.3 Minor Courses

##### 5.9.3.1 History

Ethiopia & the Horn to 1855
Ethiopia & the Horn to 1855-1941
Ethiopia & the Horn to 1941-1991
Africa to the 1880s
Africa since the 1880s
Survey of World History to 1815
History of the World since 1815

##### 5.9.3.2 Amharic

Amharic Poetry
Amharic Novel
Survey of Ethiopian Literature
Advanced Composition I
Advanced Composition II
Structure of Amharic I
Structure of Amharic II

##### 5.9.3.3 Communication Studies

Communication Thories (2)

This course provides an introduction to human communication theory. Theories are surveyed that explain communication generally across multiple contexts as well as those that explain communication more specifically in interpersonal/small group, intercultural, organizational, public or instructional settings.

### Interpersonal Communication Theory (3)

This course is an introduction to interpersonal communication. The course objectives are: (1) to learn the theories, models, and vocabulary of the field of study known as interpersonal communication; (2) to recognize the role of interpersonal communication in various communication settings; and (3) to improve interpersonal communication skills.

### Mass Communication Theory (3)

Survey of the breadth and history of theories of mass communication and mass media from the 19th century to the present. Emphasizes contemporary schools of thought, theoretical debates, and the continuing controversies in the field.

### Development Communication (3)

This course gives conceptual understanding about development communication & development journalism. The developing countries and also the Ethiopian experience in applying the practice of development journalism to motivate and inspire their population for economic & social advancement will be covered. Media used for development communication, the role of media for the effort of nation building, national consensus, population growth control, social development, rural development industrialization, urbanization, environmental protection in Ethiopia and the role of media are the topics of the course.

### Intercultural Communication (3)

This class will focus on communication between cultures in interpersonal and societal contexts. Intrapersonal communication as a foundation for effective interpersonal and intercultural communication will also be emphasized. Differences in communication behaviors due to nationality, ethical expectations, and social and class status will be explored. Deconstructing ideological constructs that create barriers in intercultural interactions will also be of focus. Course

content includes a basic introduction to terms, concepts, theories, and models of communication and culture. Requirements for the course include active participation in class discussions, responding to critical incidents, a group project and presentation, short papers, midterm and final exams over textbook and course material.

### Gender and Communication (3)

Introduction to theory and research in gender and communication and a survey of research on similarities and differences between male and female verbal and nonverbal communication. Emphasis on examining the relationships among gender, language, social reality, and cultural values.

### Persuasion (3)

An upper-division course in the theories and perspectives of persuasion, including an examination of the dimensions, scope, and role of persuasion in our society. Critical analysis of persuasive messages, becoming familiar with persuasive research, and applying to practical situations. Study of the processes by which communication influences attitudes, beliefs, and behaviors in our personal, social, civic, and professional lives. After discussion of definitional and methodological issues, particular theories of persuasion are examined. Treatment of political, market-driven, and social persuasion concludes the course.

### Interviewing Principles and Practices (2)

This course is designed to enhance the communication knowledge and skill of students as interviewers and interviewees. Research on communication and interviewing is used to guide student participation in simulated employment, informational, persuasive, or counseling interviews. Lectures, discussions, readings and assignments integrate research, practical knowledge and communication skill development.

### Introduction to Public Relations (2)

Students learn the context and techniques of public relations (PR), a form of corporate communications. Types of PR work, theories of PR, the four-part structure of PR, and the history of the field.

### 5.9.3.4 Journalism

#### Layout and Design (2)

This course covers theory and practice of layout typography and design for print journalism (newspapers magazines, etc.). Graduate-level requirements include critically analyzing a major publication and redesigning it according to newest principles.

#### Writing for Newspapers and Magazines (3)

The course covers the various types of writing that contribute to creating the different aspects of newspaper and magazine business. The various types of writing include: specialized kinds of stories, news releases etc. and the business aspect covers management, production and distribution. The course also focuses on feature article story, editorials, reviews, critics, profiles etc. And it introduces students how to develop and fine-tune the reporting frameworks, critically write different types of advanced reporting and cultivate language of newspapers and magazines.

#### Photo-Journalism (3)

This course is about reporting the news through images and graphs using color and black and white photograph. It addresses the skills of taking photos to be used in the print journalism, and encompasses the use of digital cameras, electronic darkrooms and image transfer techniques.

#### Feature Writing (3)

This course is designed for print & broadcast students. This course focuses on feature article story structures, and fictional or drama technical approaches of writing stories. The course deals with identifying and turning ceremonial functions in to features, cultivating languages of newspapers & magazines, writing newspaper & magazine feature stories and opinion pieces with emphasis on editorial writing principles.

#### Media Law and Ethics (3)

This course is designed to cover the fundamental “Guiding principles for the journalist” and the duties incorporated therein, codes of ethics and their role as the conscience of the professionals, and how countries balance the right to press freedom and access to information against other social and individual interests through the adoption of positive national legislations.

Media Management (3)

The course covers the concepts and practical approach of setting up the operational structures of newsroom and media management, the division of labor and the streamlining of activities insuring both vertical and horizontal cooperation between individuals and teams in media institutions.

Principles of Journalism (3)

This course introduces the would-be journalists to the field of journalism. It addresses the basic theories of the press, types of journalism, and other issues related to and influencing journalism as a profession.

Investigative Journalism (2)

The course will introduce students to recognize the definitions and concept of investigating reporting, the qualities of investigating reporter. Steps of investigating reporting-finding the story, getting it right, dealing with documents and getting people to talk. Provides or link students to case study type of presentation like the areas of social and consumer affairs, crime security and intelligence and some clues to corruption cases. Provides students how journalists dig, scrutinize records, documents, files and reports.

**5.9.4 Common English Courses Offered to other Departments**[2]

FLEn 206: Presentation Skills (2)

This course provides detailed instruction on how to develop and deliver effective presentations. Effective presentations require a clearly identified purpose, a strategy for achieving that purpose, preparation and practice. Getting your message across and the ability to present powerfully and in a persuasive manner is a core executive competency – careers can be enhanced by a mastery of presentation skills.

FLEn 305: Technical Report Writing (3)

[2] For course descriptions of Basic English I, Basic English II and Sophomore English, please refer back to the course description section for departmental courses.

This course introduces students to the basic principles of effective report writing. Written assignments provide practice in organizing and composing several memos, letters, and a formal report. Throughout the semester, students learn practical application of report writing skills, as well as work collaboratively on assignments. Students evaluate and create documents and PowerPoint presentations, focusing on clear expression of ideas, mechanical correctness, and format. In addition, students will work toward understanding how to analyze and react to rhetorical situations each genre and writing situation presents, including issues of audience, organization, visual design, style, and the material production of documents.