

**PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA**

**MINISTRY OF HIGHER EDUCATION  
AND SCIENTIFIC RESEARCH**

**HARMONIZATION  
MASTER TRAINING OFFER**

**ACADEMIC**

<b>Establishment</b>	<b>Faculty / Institute</b>	<b>Department</b>
<b>Mohamed Khider University – Biskra</b>	<b>Faculty of Letters and Languages</b>	<b>Department of Foreign Languages</b>

**Field: Letters and Foreign Languages**

**Sector: French Language**

**Specialty: Literature and Civilization**

**Academic year: 2016/2017**

الجمهورية الجزائرية الديمقراطية الشعبية  
وزارة التعليم العالي والبحث العلمي

مواومة  
عرض تكوين ماسرر  
أكاديمي

القسم	الكلية/ المعهد	المؤسسة
اللغات الأجنبيةة	الأداب و اللغات الأجنبيةة	جامعة محمد خيضر- بسكرة

الميدان : الأداب و اللغات الأجنبيةة

الشعبة : اللغة الفرنسيةة

التخصص : أدب و حضارة

السنة الجامعية: 2017/2016

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## I – Master’s identity sheet

### 1 - Location of the training:

Faculty (or Institute): Faculty of Letters and Languages

Department: Department of Foreign Languages

Section: French stream

### 3- External partners\*:

- other partner establishments:

Nothing.

- businesses and other socio-economic partners:

Nothing.

- International partners:

Nothing.

### - 4 – Context and objectives of the training

- Apply tutelary guidelines and directives,

- Consolidate the overhaul of the Algerian university system,

- Promote the consolidation of the vocation of the university as a vector of training in national values and openness to world cultures,

- Open up and integrate into the universal movement of progress,

- Meet the demand and requirements of the labor market,

This training integrates the overall articulation, structure and coherence of the LMD. This Master’s course takes place over 2 years.

### A – General organization of training: project position

*If several Masters are offered or already supported at the establishment level (same training team or other training teams), indicate in the following diagram the position of this project in relation to the other courses.*

This master's degree in "French-speaking languages, literatures and cultures" takes place over 4 semesters. It is validated by obtaining 120 credits.

**B – Access conditions** (*indicate the standard license courses which can give access to the Master's training offered*)

- Any candidate holding an LMD license in French.
- Possibly, licensees of the classic system integrated according to the terms defined by the department's training team.

**C - Training objectives** (*skills targeted, knowledge acquired at the end of the training - maximum 20 lines*)

The "French-speaking languages, literatures and cultures" course aims to introduce and train:

- to French and French-speaking literature
- contemporary French-speaking cultures,
- the functioning of the French language and the relationships that literature maintains with societies and with the individual and collective unconscious.

This course will make students aware of the contacts between different cultural spaces in an intercultural relationship.

This training is based on the sciences of literary texts of which the student will learn to master the objects, methods and tools of analysis.

**D – Profiles and targeted skills** (*maximum 20 lines*):

The purpose of this training course is:

- to consolidate the student's linguistic, discursive, literary and cultural skills to scientifically understand literary texts and facts of French-speaking culture,
- to acquire critical knowledge of French-speaking literature and cultures,
- to prepare the student for doctoral research.

**E- Regional and national employability potential**

At the end of this training, the student can:

- Either continue your research as part of a doctorate in literature with the aim of entering university.
- Either teach the French language in national education establishments: primary, middle or secondary.

**F – Gateways to other specialties**

This training will be followed by doctoral training for students wishing to devote themselves to university research in French-speaking literature.

## **G – Project monitoring indicators**

### **5 – Human resources available**

#### **A: Supervisory capacity**

The French department can support more than 70 students.

#### **B: Training management team:**

##### **B-1: Internal supervision:**

Last name First Name	Degree	Grade	Attached research laboratory	Type of intervention *	Signature
BENSALAH Bachir	Ph.D	Professor	UNIV. BISKRA	Cours/TD/SUPERVISION	
DAKHIA Abdelouahab	Ph.D	Professor	UNIV. BISKRA	Cours/TD/SUPERVISION	
FEMMAM Chafika	Ph.D	M.C. A	UNIV. BISKRA	Cours/TD/SUPERVISION	
KHETIRI Brahim	MAGISTER	M.C .B	UNIV. BISKRA	Cours/TD/SUPERVISION	
BENZID AZIZA	MAGISTER	M.A.CC	UNIV. BISKRA	Cours/TD/SUPERVISION	
MOKHNECHE Mohamed	MAGISTER	M.C.A	UNIV. BISKRA	Cours/TD/SUPERVISION	
GUETTAFI Sihem	MAGISTER	M.A.CC	UNIV. BISKRA	Cours/TD/SUPERVISION	
GUERID Khaled	MAGISTER	M.A.CC	UNIV. BISKRA	Cours/TD/SUPERVISION	
DAKHIA Mounir	MAGISTER	M.A.CC	UNIV. BISKRA	Cours/TD/SUPERVISION	
TIFRANI Ouanassa	MAGISTER	M.A.CC	UNIV. BISKRA	Cours/TD/SUPERVISION	
BEDJAOUI Nabila	MAGISTER	M.A.A	UNIV. BISKRA	Cours/TD/SUPERVISION	
BENAZZOZ Nadjiba	MAGISTER	M.A.A	UNIV. BISKRA	Cours/TD/SUPERVISION	
BOUZIDI Hassina	MAGISTER	M.A.CC	UNIV. BISKRA	Cours/TD/SUPERVISION	
DJOUDI Mohamed	MAGISTER	M.A.A	UNIV. BISKRA	Cours/TD/SUPERVISION	
HAMMOUDA Mounir	MAGISTER	M.A.CC	UNIV. BISKRA	Cours/TD/SUPERVISION	
ZERARI Sihem	MAGISTER	M.A.CC	UNIV. BISKRA	Cours/TD/SUPERVISION	
KHIDER Salim	MAGISTER	M.A.CC	UNIV. BISKRA	Cours/TD/SUPERVISION	
ACHOUR Yasmine	MAGISTER	M.A.CC	UNIV. BISKRA	Cours/TD/SUPERVISION	
SAOULI Sonia	MAGISTER	M.A.B	UNIV. BISKRA	Cours/TD/SUPERVISION	

**\* = Courses, TD, TP, Internship supervision, Dissertation supervision, other (to be specified) Teaching staff of the French department (28 teachers during the 2010/2011 academic year) can still contribute to teaching in the different sectors .**

### **B-2: External supervision:**

Last name First Name	Degree	Home establishment	Type of intervention *	Signature
Pr. KHADRAOUI Saïd	Ph.D	UNIV. BATNA	Courses/TD/SUPERVISION	
Pr. DAHOU Fodil	Ph.D	UNIV. OUARGLA	Cours/TD/SUPERVISION	
Pr. ABDELHAMID Samir	Ph.D	UNIV. BATNA	Cours/TD/SUPERVISION	

Pr. MANAA GAOUAOU	Ph.D	UNIV. BATNA	Cours/TD/ SUPERVISION	
Dr. METATHA Med El Kamel	Ph.D	UNIV. BATNA	Cours/TD/ SUPERVISION	
Dr. KHANOUR SALAH	Ph.D	UNIV. OUARGLA	Cours/TD/ SUPERVISION	
Dr. RAISSI Rachid	Ph.D	UNIV. OUARGLA	Cours/TD/ SUPERVISION	
Dr. SIMON Rachida	Ph.D	UNIV. BATNA	Cours/TD/ SUPERVISION	
Dr. BENZAROUEL Tarek	Ph.D	UNIV. BATNA	Cours/TD/ SUPERVISION	

\* = Courses, TD, TP, Internship supervision, Dissertation supervision, other (to be specified)

### B-3: Overall summary of human resources:

Grade	Internal Workforce	External Workforce	Total
<b>Professeurs</b>	02	04	<b>06</b>
<b>Maîtres de Conférences (A)</b>	00	04	<b>01</b>
<b>Maîtres de Conférences (B)</b>	01	01	<b>05</b>
<b>Maître Assistant (A)</b>	11	00	<b>11</b>
<b>Maître Assistant (B)</b>	12	00	<b>12</b>
<b>Autre (préciser)</b>	VACATAIRES/MAGISTER 10	00	<b>10</b>
<b>Total</b>	<b>36</b>	<b>09</b>	<b>45</b>

### B-4: Permanent support staff (indicate the different categories)

Grade	Workforce

## 6 – Material resources available



## A- Educational Laboratories and Equipment:

B- Title of the laboratory:

Student capacity:

N°	Equipment title	number	observations
1	Language laboratory	01	Capacity : 40 Students
2	Multimedia room	01	Capacity : 100 Students
3	Computer rooms (ICT)	06	Capacity : 40 Students each.
4	Faculty Library	01	Capacity : 1000 Students

## C- Internship sites and in-company training:

Training place	Number of students	Training period
-	-	-

## D- Research laboratory(ies) supporting the proposed training:

A- Research laboratory(ies) supporting the proposed training:

<b>Pr KHANE Mohamed</b>
<b>N° 323 of 13 / 04 / 2011</b>
<b>Linguistics and Arabic Language Laboratory</b>
Date : 10/01/2014 Opinion of the laboratory head::

<b>Pr MEFGOUDA Salah</b>
<b>N° 077/43/02</b>
<b>Algerian Language and Literature Research Laboratory</b>
Date : 10/01/2014 Opinion of the laboratory head:

## E- Research project(s) to support the proposed training:

Title of the research project	Project code	Project start date	Project end date
Linguistic representations at the crossroads of Human Sciences	<i>U00201420130133</i>	2014	2016

**F- Documentation available:** *(related to the proposed training offer)*

**The Language Library of the Faculty of Letters and Languages of Mohamed KHIDER University – Biskra has existing specialized documentation in more than 4,500 titles.**

**G- Personal work spaces and ICT:**

**The Language Library of the Faculty of Letters and Languages as well as the central library of Mohamed KHIDER University – Biskra have several reading rooms, as well as reserved rooms.**

**H- Personal workspaces and ICT:**

<b>Local</b>	<b>Number</b>	<b>Capacity :</b>
<b>Computer rooms + Internet connection</b>	<b>06</b>	<b>40 Students each.</b>
<b>Supervision &amp; support room</b>	<b>02</b>	<b>Equipped with microcomputer + Internet connection.</b>
<b>Faculty Library</b>	<b>01</b>	<b>More than 1000 students</b>

## **II – Half-yearly teaching organization sheet**

## 1- Semester 1

Teaching unit	SHV	WEEKLY H.V				Coeff.	Credits	evaluation method	
	14-16 weeks	C	TD	TP	others			continuous	Exam
<b>fundamental TU</b>						<b>09</b>	<b>18</b>		
LITERARY FIELD AND DISCOURSE	67h30	3.00	1.30			03	06	50%	50%
TEXTS AND CURRENTS OF THOUGHT	45h	1.30	1.30			02	04	50%	50%
FRENCH-SPEAKING LITERATURE	45h	1.30	1.30			02	04	50%	50%
Pragmatics of literary discourse	45h	1.30	1.30			02	04	50%	50%
<b>methodology TU</b>						<b>05</b>	<b>09</b>		
TICE and MEMORY METHODOLOGY	45h	1.30	1.30			02	04	50%	50%
THE COMPARED COMMENT	15h	1				01	01	100%	
Methodology of university research in the sciences of literary texts	45h	1.30	1.30			02	04	100%	
<b>Discovery TU</b>						<b>02</b>	<b>02</b>		
POLYPHONY AND LITERARY TEXT	22h30	1.30				01	01		100%
COMPARATIVE AND INTER-DISCIPLINARITY LITERATURE	22h30	1.30				01	01		100%
<b>Transverse TU</b>									
The writings of the Self	22h30		1.30			01	01	100%	
<b>Total Semester 1</b>	<b>375h</b>	<b>14h30</b>	<b>10h30</b>			<b>17</b>	<b>30</b>		

## 2- Semester 2 :

Teaching unit	SHV	WEEKLY H.V			Coeff.	Credits		evaluation method	
	14-16 Week	C	TD	TP	Others			continuous	Exam
<b>fundamental TU</b>						<b>09</b>	<b>18</b>		
LITERARY FIELD AND DISCOURSE	67h30	3.00	1.30			03	06	50%	50%
TEXT, SIGN AND CONNOTATION	45h	1.30	1.30			02	04	50%	50%
FRENCH-SPEAKING LITERATURE	45h	1.30	1.30			02	04	50%	50%
PRAGMATICS OF LITERARY DISCOURSE	45h	1.30	1.30			02	04	50%	50%
<b>methodology TU</b>						<b>05</b>	<b>09</b>		
TICE AND MEMORY METHODOLOGY	45h	1.30	1.30			02	04	50%	50%
<b>EDITORIAL TECHNIQUES</b>	<b>15h</b>	<b>1</b>				<b>01</b>	<b>01</b>	<b>100%</b>	
Methodology of university research in the sciences of literary texts	45h	1.30	1.30			02	04	50%	50%
<b>Discovery TU</b>									
<b>POETIC AND RHETORICAL</b>	<b>22h30</b>	<b>1.30</b>				<b>01</b>	<b>01</b>		<b>100%</b>
MYTHS, CULTURES AND SOCIETIES	22h30	1.30				01	01		100%
<b>Transverse TU</b>									
<b>Deontology and ethics</b>	<b>22h30</b>		<b>1.30</b>			<b>01</b>	<b>01</b>	<b>100%</b>	
<b>Total Semester 2</b>	<b>375h</b>	<b>14h30</b>	<b>10h30</b>			<b>17</b>	<b>30</b>		

### 3- Semestre 3 :

Teaching Unit	SHV	WEEKLY H.V				Coeff.	Credits	evaluation method	
	14-16 Week	C	TD	TP	Others			continuous	Exam
<b>Fundamental TU</b>						<b>09</b>	<b>18</b>		
CONTACT PHENOMENON AND LEARNING OF LANGUAGES/CULTURES	67h30	3.00	1.30			03	06	50%	50%
POSTCOLONIALISM AND EXOTISM	45h	1.30	1.30			02	04	50%	50%
ONOMASTIC, ANTHROPOMORPHISM AND ECOLITERATURE	45h	1.30	1.30			02	04	50%	50%
LITERARY STYLISTICS	45h	1.30	1.30			02	04	50%	50%
<b>Methodology TU</b>						<b>05</b>	<b>09</b>		
MEMORY METHODOLOGY AND DOCUMENTARY RESEARCH	45h	1.30	1.30			02	04	50%	50%
French on University Objective and editorial practices	15h	1				01	01	100%	
ICT and content analysis	45h	1.30	1.30			02	04	50%	50%
<b>Discovery TU</b>									
FRENCH CONTEMPORARY LITERATURE	22h30	1.30				01	01		100%
PARALITTERARY GENRES	22h30	1.30				01	01		100%
<b>Transverse TU</b>									
LITERATURE AND ARTISTIC AND THEATRICAL EXPRESSIONS	22h30		1.30			01	100%		
<b>Total Semester 3</b>	<b>375h</b>	<b>14h30</b>	<b>10h30</b>			<b>17</b>	<b>30</b>		

#### 4- Semestre 4 :

Material	SHV	WEEKLY H.V				Coeff	Credits
	14-16 week	C	TD	TP	others		
Dissertation	750h					17	30
<b>Total Semester 4</b>	<b>750h</b>					<b>17</b>	<b>30</b>

Internship in a company culminating in a dissertation and a defense.

	<b>SHV</b>	<b>Coeff.</b>	<b>Credits</b>
<b>Personal work</b>	-	-	-
<b>Internship in company</b>	-	-	-
<b>Seminars</b>	-	-	-
<b>other (explain, list,)</b>	-	-	-
<b>Total Semester 4</b>	-	-	-

**5- Overall summary of the training:** *(indicate the separate global VH in progress, TD, for the 04 semesters of teaching, for the different types of EU)*

<b>VH</b> \ <b>TU</b>	<b>FTU</b>	<b>MTU</b>	<b>DTU</b>	<b>TTU</b>	<b>Total</b>
<b>Courses</b>	337.30	180	135		<b>652.5</b>
<b>TD</b>	270	135		67.30	<b>472.5</b>
<b>TP</b>					
<b>Personal work</b>	741h	360h	15h	8h	<b>1124h</b>
<b>Dissertation</b>	450h30	225h30	37h30	37h30	<b>751h</b>
<b>Total</b>	<b>1799</b>	<b>900h30</b>	<b>187h30</b>	<b>113h</b>	<b>3000</b>
<b>Credits</b>	72	36	08	04	<b>120</b>
<b>% in credits for each TU</b>	60%	30%	7%	3%	<b>100%</b>



**III – Teaching unit organization sheets  
(Establish one file per TU)**

**IV - Detailed program by Material  
(1 detailed sheet per Material)**

## **Title of the Master's Degree: Literature and Civilization**

### **Subject: Comparative Literature and Interdisciplinarity**

**Teaching Objectives:** (Describe what the student is expected to have acquired as skills after successfully completing this subject – maximum 2 lines):

- Introduction to comparative studies and exploration of world literatures
- Initiation of students to interdisciplinary thinking
- Establishing connections between various disciplines that can contribute to literary research.

**Recommended Prerequisites (brief description of the required knowledge to follow this course – Maximum 2 lines):**

- Familiarity with reading some works of world literature.

**Content of the Subject:**

- From comparison to comparative literature.
- Comparative history of literatures.
- Towards a comparative poetics.
- Between literature and various disciplines (art, didactics, history, sociology).

**Assessment Method:** Written examination.

**References (Books and handouts, websites, etc).**

- La littérature comparée of Pierre Brunel
- La littérature comparée of Yves Chevrel.
- La littérature générale et comparée of Daniel-Henri Pageaux.
- Précis de littérature comparée of Francis Claudon and Karen Haddad-Wotling.
- Au-delà de la psychanalyse: Les arts et la littérature of Philippe Willemart.
- Interdisciplinarité et situations d'apprentissage of Antonio Valzan.
- Pratiques de l'interdisciplinarité : Mutations des sciences of Dominique Vinck.

### **Subject: Literature and Artistic and Theatrical Expressions**

**Teaching Objectives** (Describe what the student is expected to have acquired as skills after successfully completing this subject – maximum 2 lines):

- Explore the field of artistic disciplines (traditional arts, painting, cinema, and photography) while focusing on the exchanges and connections between Literature and Art.
- Discover the theater (its history and function).

**Recommended Prerequisites** (brief description of the required knowledge to follow this course – Maximum 2 lines):

- General knowledge in literature and art.
- Familiarity with reading some theatrical plays.

**Content of the Subject:**

- Literature and art: Literature and the history of ideas, History of art and ideas.
- Introduction to the arts: (painting, cinema, photography).
- The theatrical genre: Distinction between Greek and Latin theater.
- Function of the theater.
- Contemporary theater.

**Assessment Method:** Continuous assessment.

**References** (Books and handouts, websites, etc)

-Art et littérature : regards sur les auteurs européens contemporains of Daniela Fabiani.

-Art et littérature of Marcelin Pleynet.

-Questions d'art et de littérature of George Sand, Henriette Bessis et Janis Glasgow.

-Etudes théâtrales of Didier Souiller, Florence Fix, Sylvie Humbert-Mougin and Georges Zaragoza

-Histoire du théâtre of Alain Viala

-Le théâtre : problématiques essentielles of Georges Décote and Michel Viegnes

-Littératures : Textes théoriques et critiques of Nadine Toursel and Jacques Vassevière.

### **Subject : TEXTS AND CURRENTS OF THOUGHT**

**Teaching objectives** :(Describe what the student is expected to have acquired as skills after successfully completing this subject – maximum 2 lines):

- To know as much as possible of the ideological currents that exist in the disciplines that intersect with literature.
- To bring the novel closer to the student who should read a significant number of novels and value the novel.
- Enable students to understand the novel and interpret it from an ideological point of view and reach the writer's thoughts.

**Recommended prior knowledge** (brief description of the knowledge required to be able to follow this course – Maximum 2 lines).

- Raises the question of thought in the literary text, in our case it is the novel. The thought reflects an ideology present in the context of the production of the novel,

which means the study of currents of thought from other disciplines that intersect with literature.

**Subject Content:**

- Text, current and thought
- Currents of philosophical thought
- Currents of economic thought
- Currents of literary thought
- Currents of political thought
- Text and ideology
- Chronological classification and characteristics of different schools of thought and some famous texts
- The text and political culture
- Political discourse
- Text and identity value
- Text and citizenship

**Evaluation mode:** Written examination

**References** (Books and handouts, websites, etc.)

- Clés pour la littérature, sa nature, ses modalités, son histoire of Claude Rommeru.
- Histoire de la pensée, philosophies et philosophes of Jean Louis Dumas.
- La révolution psychanalytique, la vie et l'œuvre de Freud of Marthe Robert.
- Les marxistes imaginaires of Raymond Aron.
- Pour connaître la pensée de Camus of Paul Ginestier.

**Subject: Onomastics, anthropomorphism and literature**

**Teaching objectives**(Describe what the student is expected to have acquired as skills after successfully completing this course - maximum 3 lines):

- Understand the role of the onomastique in the society and the French literature.
- Initialize the student in a new way to analyse through (signification and symbolism) of anthroponymes and toponymes in the novels.
- Initialize the applications for these new trends (anthropomorphism and colittérature) all through new perspectives of visual trends across these styles and modes of time.

**Recommended prior knowledge** (brief description of the knowledge required to be able to follow this course – Maximum 2 lines).

Basic Concepts and Notions in Onomastics

**Subject Content:**

- Literary onomastics

- Onomastique, society and literature
- Anthroponymy and toponymy
- the anthropomorphism
- Ecoliterature
- Ecoliterature/ecocriticism and eco poetics

**Assessment Method:** Written examination/ Novel review

**References** (Books and handouts, websites, etc.)

- L'onomastique française of Marianne Mulon
- L'origine des noms de lieux en France : Essai de toponymie of Stéphane Gendron
- Onomastique des Trouvères of Holger Petersen Dyggve.
- Origine des noms de famille : Essais d'anthroponymie of Marianne Mulon
- Poétique et Onomastique : l'Exemple de la Renaissance of Rigolot Fran Ois.

### **Subject: Speaking-French Literatures**

**Teaching Objectives** (Describe what the student is expected to have acquired as skills after successfully completing this course - maximum 3 lines):

- Expand knowledge of **Speaking-French** literatures and introduce students to new perspectives and research horizons.

**Recommended Prerequisites** (Brief description of the required knowledge to be able to take this course - Maximum 2 lines):

- Generalities and specificities of Speaking-French literatures.

**Course Content:**

Semester 01:

- Maghrebian Literature.
- Negro-African Literature.

Semester 02:

Worldwide Speaking-French Literature (Canadian, Belgian, Chinese, etc.)

**Assessment Method:** Written examination

**References** (Books and handouts, websites, etc.):

- Histoire de la littérature du Maghreb - littérature francophone de Mohamed Ridha Bouguerra et Sabiha Bouguerra.
- Introduction aux littératures francophones of C. Ndaje.
- Littératures francophones, tome 1 : Le Maghreb of Jacques Noiray.
- Littératures francophones d'Afrique noire of Jacques Chevrier.
- Littératures francophones of Dominique Combe.
- Littératures francophones et théorie postcoloniale of Jean-Marc Moura.

-Littérature francophone of Jean-Louis Joubert.

**Subject: Text, sign and connotation.**

**Teaching objectives**(Describe what the student is expected to have acquired as skills after successfully completing this course - maximum 3 lines):

- Understanding and writing texts with connoted meaning.
- The student must know how to read and construct the coherence of a text and know how to detect the multivocal meaning of a sign within a statement.

**Recommended prior knowledge** (brief description of the knowledge required to be able to follow this course – Maximum 2 lines).

Knowledge of linguistics (sign/symbol), literary knowledge (poetics, literariness, connotation/denotation), interpretive reading.

**Subject Content:**

**Semester 02:**

- 1- latent meaning, patent meaning
- 2- interpretation and horizon of expectation
- 3- Umberto Eco and “the open work”
- 4- interpretation approaches

**Evaluation mode:** Written examination/quiz

**References** (Books and handouts, websites, etc.)

- « L'œuvre ouverte » of Umberto Eco.
- « Grammaire Textuelle Et Analyse Du Discours » of Havva Zelebi.
- « La cohérence textuelle, pour une nouvelle pédagogie de l'écrit » of Shirley Carter-Thomas.
- « Le Récit » of Jean-Michel Adam.
- « Questions de syntaxe française » of Philippe Monneret and René Rioul.

**Subject: Field and Literary Discourse**

**Teaching Objectives:** (brief description of the knowledge required to be able to follow this course – Maximum 2 lines).

- Understand the concept of literary discourse and its characteristics.
- Acquire in-depth knowledge of authors and their works.
- Study the aesthetic and market value of literary works in the literary field.
- Examine the literary positioning of writers within the literary field.

**Recommended Prerequisites:** (Brief description of the knowledge required to follow this course - Maximum 2 lines).

- Knowledge of literary movements and schools, their foundations, and aesthetics.
- Understanding of literary genres and their characteristics.

**Subject Content:**

**Semester 1:**

- The concept of literary discourse.
- Characteristics of literary discourse.
- Parameters and models of literary discourse genres.
- The theory of the field according to Pierre Bourdieu.
- Literary works in the cultural field: aesthetic and market value.
- The center/periphery dichotomy in the study of the literary field.
- The Algerian publishing landscape.

**Semester 2:**

- Definition of literary positioning.
- Literary positioning through generic investment.
- Literary positioning through imitation of the Ancients.
- Literary positioning through multilingualism.
- Legitimate (genetic) rites of writers.

**Assessment Method:** Written examination/quiz

**References** (Books and handouts, websites, etc.)

- Au-delà des œuvres : Les voies de l'analyse du discours littéraire of Dominique Maingueneau et Inger Ostenstad.
- Le discours littéraire : Paratopie et scène d'énonciation of Dominique Maingueneau.
- Pour une sémiotique du discours littéraire postcolonial d'Afrique francophone of Alpha-Ousmane Barry.
- Pragmatique pour le discours littéraire of Dominique Maingueneau.

**Subject: ICT and Research Methodology for Thesis**

**Teaching Objectives:** (brief description of the knowledge required to be able to follow this course – Maximum 2 lines).

- Mastery of advanced research skills in literary text sciences, including literature review, reference management, and textual analysis.
- In-depth understanding of research methodology in literature, with the ability to develop a strong thesis proposal.
- Acquisition of practical skills such as effective use of bibliographic management tools, improvement of academic writing, preparation for oral presentation, critical thinking, and adherence to ethical standards in literary research.

**Recommended Prerequisites**(Brief description of the knowledge required to follow this course - Maximum 2 lines).

- Familiarity with research concepts in literature and a general understanding of methods are advisable for taking this course.

## Subject Content

- Research Methodology
- Reference Management Tools
- Thesis Proposal Planning
- Literary Text Analysis and Theoretical Framework Development
- Literature Review Writing and Extract Preparation
- Thesis Proposal Writing
- Preparation for Oral Presentation

## Assessment Method: Continuous Evaluation

## References (Books and Handouts, Websites, etc.)

- Citti, P. (2010). Méthodes d'analyse littéraire : Pour une approche dialogique. *Revue Langage et société*, 32(1), 45-62
- Chevrel, Y. & Tran-Gervat, Y.-M. (2018). *Guide pratique de la recherche en littérature*. Presses Sorbonne Nouvelle
- Kalika, M., Mouricou, P., Garreau, L. (2021). *Le mémoire de master: • Piloter un mémoire • Rédiger un rapport • Préparer une soutenance*. Dunod
- Moriceau, J. & Soparnot, R. (2019). *Recherche qualitative en sciences sociales: S'exposer, cheminer, réfléchir ou l'art de composer sa méthode*. EMS Editions. <https://doi.org/10.3917/ems.mori.2019.01>

## **Subject: Paraliterary genres**

**Teaching objectives:** (brief description of the knowledge required to be able to follow this course – Maximum 2 lines).

- Given the popular, affordable and entertaining nature of paraliterature, the student will have the opportunity to escape from the shackles of the literary and theoretical, in order to taste a new category of fictional productions.
- Knowing well that paraliterature uses a language that does not require a high enough effort of containment, its genres represent an inexhaustible source for cinematographic adaptation, so it could be a start that makes the student invest in the novel genre of a In General. Whether it is a detective novel or science fiction, the student manages to read and love what he holds in his hands.
- Promote the discourse on paraliterature considered for a long time as minor literature.



- Contrast the classic model of literature with the paraliterary model in order to better understand the latter.

**Recommended prior knowledge:** (Brief description of the knowledge required to follow this course - Maximum 2 lines).

- Discover a new form of fictional production called "Paraliterature"
- Know the major productions in this category to which well-known writers have contributed.
- Mastery of the structure which organizes the novel genre and the different forms linked to the particularities of each paraliterary genre.
- Expand the field of research for students with regard to the corpus of study for the production of end-of-study dissertations.
- Know the concept of literarity. Reading some paraliterary works such as detective novels.

### Content of the material:

- Introduction
- A polysemy?
- Literature and Paraliterature
- For a Typology of paraliterary genres.
- Conclusion

**Evaluation method:** Written examination

**References** (*Books and handouts, websites, etc.*).

- Fictions, énigmes, image, lectures (para)littéraires*, Daniel Couégnas.
- Introduction à la paralittérature*, Daniel Couégnas.
- Le roman d'aventure*, Jean-Yves Tadié.
- Le roman policier ou la modernité*, Jacques Dubois.
- Le roman populaire, recherche en paralittérature* de Marc Angenot.
- Qu'est-ce qu'un genre littéraire*, Jean-Marie Schaeffer.
- Splendeurs et misères du roman populaire*, Michel Nathan.

### **Subject:** Methodology of Scientific Research in Literary Text Sciences

**Teaching Objectives** (Describe what the student is expected to have acquired as skills after successfully completing this course - maximum 3 lines)

- Building on the documentary research module, the skills acquired by the student in this course will enable them to:
- Be capable of selecting a research topic related to their specialization.
- Implement a preliminary bibliography (setting up research, concepts and keywords, literature review...)
- Master formal and qualitative criteria (research object, problem statement, hypotheses...)

**Recommended Prerequisites** (Brief description of the knowledge required to follow this course - Maximum 2 lines).

- Approaches: Qualitative, quantitative; comparison, use and presentation of quantitative and qualitative data; data organization (coding), data transfer and cleaning; data formatting, visual representation.
- Logic of Scientific Approach: Defining a problem, research objective; research stages (topic formulation, documentary research and problem statement, document exploitation, choice of technique, development of collection instruments, description, analysis, and interpretation of results).
- Bibliographic Research: Tools for bibliographic research; processing bibliographic information, some examples of databases.
- Principles of Writing: Principles of written and oral communication; writing scientific documents; different stages of writing a thesis.

Thesis Implementation.

**Evaluation Method:** Drafting a preliminary project - for the thesis.

**References** (Books and course materials, websites, etc.).

-Ecrire une recherche : Mémoire ou thèse of Martine Lani-Bayle.

-L'art de la thèse : Comment préparer et rédiger un mémoire de master, une thèse de doctorat ou tout autre travail universitaire à l'ère du Net of Michel Beaud, Magali Gravier and Alain de Toledo.

-Méthodologie de la recherche : Guide du jeune chercheur en Lettres, Langues, Sciences humaines et sociales of Mathieu Guidère.

-Méthodologie et guide pratique du mémoire de recherche et de la thèse de doctorat en - Lettres, Arts, Sciences humaines et Sociales : Informations, ... techniques et pratiques actuelles of Pierre N'Da.

### **Subject: Polyphony and Literary Text**

**Teaching Objectives** (Describe what the student is expected to have acquired as skills after successfully completing this course - maximum 3 lines):

- Understand the phenomenon of polyphony and its impact on the comprehension of a literary text.
- Distinguish between different voices in a literary text as perceived by the reader.

**Recommended Prerequisites** (Brief description of the required knowledge to be able to take this course - Maximum 2 lines):

- Familiarity with narrative elements such as narrative instance and focalization, as well as the concept of intertextuality.

**Course Content:**

- The concept of polyphony.
- Polyphonic structures in literary texts.
- Polyphony: dialogism and intertextuality.

**Assessment Method:** Written examination

**References** (Books and handouts, websites, etc.)

-Dictionnaire encyclopédique des sciences du langage of Oswald Ducrot and Tzvetan Todorov.

-Esthétique et théorie du roman of Mikhaïl Bakhtine.

-La poétique de Dostoïevski of Mikhaïl Bakhtine.

-Le principe dialogique de Tzvetan Todorov of Mikhaïl Bakhtine,

-Palimpsestes of Gérard Genette.

-Sémiotiké, recherches pour une sémanalyse of Julia Kristeva.

### **Subject : Writings of the self**

**Teaching Objectives** (Describe what the student is expected to have acquired as skills after successfully completing this course - maximum 3 lines):

- Explore various forms of self-expression in literature and to analyze how writers use the autobiographical genre to give voice to their individual experiences.
- provide students with an in-depth understanding of different narrative and stylistic strategies employed in personal narratives.

**Recommended Prerequisites** (Brief description of the required knowledge to be able to take this course - Maximum 2 lines):

General knowledge of literary texts

#### **Course Content:**

- Introduction to writing the self
- History and evolution of the genre
- Narrative and stylistic strategies
- Plural voices: identity and otherness
- Analysis of major texts
- Creative autobiographical writing

**Evaluation method:** text analyses, oral presentations, written assignments

**References** (Books and handouts, websites, etc.).

-Autofiction : Une aventure du langage of Philippe Gasparini.

-Autofiction et autres mythomanies littéraires of Vincent Colonna.

-Autofiction et dévoilement de soi of Madeleine Ouellette-Michalska.

- Ecritures autobiographiques d'Antoine Jurga and Jean-Christophe Planché.
- Est-il je ? Roman autobiographique et autofiction of Philippe Gasparini.
- Genèse et autofiction de Jean-Louis Jeannelle, Catherine Viollet and Isabelle Grell.
- L'écriture de soi of Marin.
- L'autobiographie et le mythe chez Casanova et Kierkegaard : Automythologies comparées of Nathalie Gendrot.
- Le Biographique of Laurène Gervasi, Franz Johansson, Major.
- L'écriture autobiographique of Marie-Madeleine Touzin.
- Littératures intimes. Les expressions du moi, de l'autobiographie à l'autofiction of Sébastien Hubier.

**Subject: Literary Stylistics**

**Teaching Objectives** (Describe what the student is expected to have acquired as skills after successfully completing this course - maximum 3 lines).

- Introduce the student to the characteristics of literary text and various literary devices, as well as the modes of composition used by an author in their works or the expressive features specific to a language.
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**Recommended Prerequisites** (Brief description of the knowledge required to follow this course - Maximum 2 lines).

General notions of stylistics.

**Course Content:**

- Literary vocabulary.
- Figures of speech.
- Stylistic analysis of literary texts.

**Evaluation Method:** Written examination/. Novel review

**References** (Books and handouts, websites, etc.)

- Introduction à la stylistique of Brigitte Buffard-Moret.
- Introduction à l'analyse stylistique of Catherine Fromilhague and Anne Sancier-Château.
- La stylistique of Georges Molinié.
- Méthode du commentaire stylistique of Frédéric Calas and Dominique-Rita Charbonneau.
- Stylistique de la poésie of Jacques Dürrenmatt.
- Stylistique de la prose of Anne Herschberg Pierrot.
- Stylistique et genres littéraires of Jean Foyard.
- Stylistique, pratique du commentaire of Anne-Marie Perrin-Naffakh.

## **Subject: Myths, Cultures, and Societies**

**Teaching Objectives** (Describe what the student is expected to have acquired as skills after successfully completing this course - maximum 3 lines).

- Understand what is a myth
- Understand its symbolic dimension, its ideological depth, and its contributions to cultures, societies, and literature.

**Recommended Prerequisites** (Brief description of the knowledge required to follow this course - Maximum 2 lines).

- General knowledge of mythology.
- Familiarity with mythological readings.

**Course Content:**

- Myths and mythologies and their (re)levance to literature.

**Evaluation Method:** Written examination/ Novel review

**References** (Books and handouts, websites, etc.)

- Anthropologie structurale of Claude Lévi-Strauss.
- Aspects du mythe of Mircea Eliade.
- Dictionnaire des mythes littéraires of Pierre Brunel.
- Dictionnaires des symboles : Mythes, rêves, coutumes, gestes, formes, figures, couleurs, nombres of Jean Chevalier and Alain Gheerbrant.
- Le Mythe de la métamorphose of Pierre Brunel.
- Le Sacré et le profane of Mircea Eliade.
- Mythes, rêves et mystères of Mircea Eliade
- Puissance du mythe of Joseph Campbell, Bill Moyers and Jazenne Tanza

## **Subject: Pragmatics of Literary Discourse**

**Teaching Objectives** (Describe what the student is expected to have acquired as skills after successfully completing this course - maximum 3 lines).

- Develop analytical skills in literary discourse and the interpretation of both explicit and implicit aspects.

**Recommended Prerequisites** (Brief description of the knowledge required to follow this course - Maximum 2 lines).

- Mastery of the fundamental concepts of literary discourse.

**Course Content:**

- Speech acts.

- Implicit meaning.
- Innuendos.
- Utterance.
- Semiotics of literary text.
- Argumentation.

**Evaluation Method:** Written examination

**References** (Books and handouts, websites, etc.).

-La pragmatique : Outils pour l'analyse littéraire of Jean-Michel Gouvard.

-L'énonciation littéraire. 2, Pragmatique pour le discours littéraire of Dominique Maingueneau.

-Pragmatique pour le discours littéraire : L'énonciation littéraire of Dominique Maingueneau.

**Subject:** The compared comment

**Teaching Objectives** (Describe what the student is expected to have acquired as skills after successfully completing this course - maximum 3 lines).

**Recommended Prerequisites** (Brief description of the knowledge required to follow this course - Maximum 2 lines).

**Course Content:**

**Evaluation Method:**

**References** (Books and handouts, websites, etc.)

## **Subject: Postcolonialism and Exoticism**

**Teaching Objectives** (Describe what the student is expected to have acquired as skills after successfully completing this course - maximum 3 lines).

- Explore Algerian and foreign postcolonial literature and understand the concepts of Postcolonialism and Exoticism.

**Recommended Prerequisites** (Brief description of the knowledge required to follow this course - Maximum 2 lines).

- Reading of postcolonial works.

### **Course Content:**

- Colonialism and postcolonialism.
- Exoticism.
- Postcolonial exoticism.

**Evaluation Method:** Written examination

**References** (Books and handouts, websites, etc.)

- Colonialisme et post-colonialisme en Méditerranée of Thierry Fabre, Hassan Hanafi, Mohammed Kentib and Robert Ilbert.
- De Kipling a Rushdie : Le postcolonialisme en question of Nathalie Merrien.
- Essai sur l'exotisme of Victor Segalen.
- Fictions africaines et postcolonialisme of Samba Diop.
- Genre et Postcolonialismes of Anne Berger and Eleni Varikas.
- Lire l'exotisme of Moura.
- Post-Colonialisme of Frederic P. Miller, Agnes F. Vandome and John McBrewster.

## **Subject: Contemporary French Literature.**

**Teaching Objectives** (Describe what the student is expected to have acquired as skills after successfully completing this course - maximum 3 lines).

- Gain a deeper understanding of 20th-century writers and works.
- Identify the movements and trends that have influenced this literature.

**Recommended Prerequisites** (Brief description of the knowledge required to follow this course - Maximum 2 lines).

- Knowledge of literary movements of the 19th and 20th centuries such as realism, naturalism, surrealism, etc.
- Familiarity with some contemporary French writers' works.

### **Course Content:**

- Emergence of contemporary literature.
- Status of the novel at the end of the 19th century.
- Political and historical context of the interwar period.
- What is the Nouveau Roman?
- Foundations of the Nouveau Roman.
- The new new novel.
- The new direction of French novels.
- Examples of writers and literary works.
- Contemporary French poetry.
- Contemporary French theater.

**Evaluation Method:** Written examination

**References** (Books and handouts, websites, etc.).

- Aspect de la littérature française contemporaine of Vanbergen.
- Histoire de la littérature française au XXe siècle of Bernard Pinceaud.
- Le nouvel esprit scientifique of Gaston Bachelard.
- Pour un nouveau roman of Alain Robbe-Grillet.
- Pour une théorie du nouveau roman of Jean Ricardeau.
- Qu'est-ce que la littérature ? of Jean-Paul Sartre.

**Subject:** Contact Phenomena and Language/Culture Learning

**Teaching Objectives** (Describe what the student is expected to have acquired as skills after successfully completing this course - maximum 3 lines).

- Choose the most effective strategies for teaching literary texts, ensuring they are recognizable, adaptable, and participatory. The understanding of strategy should not be uniform but responsive to the dynamics between the teacher, learner, and discipline.
- Recognize the essential changes required for subject matter.

**Recommended Prerequisites** (Brief description of the knowledge required to follow this course - Maximum 2 lines).

- The teaching practitioner should always consider the target audience.
- Effectively teaching literary texts requires literary culture and methodology, which are essential for literary communication. This intellectual condition enables the teacher to adjust and target their teaching.
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**Course Content:**

- Didactics and Literary Pedagogy.
- Reading Literature.



- Identity: An Intercultural Construction.
- Literary Text in Foreign Language Teaching Didactics.
- Explanation of a Literary Text.

**Evaluation Method:** Continuous assessment + written examination.

**References** (Books and handouts, websites, etc.)

- La Lecture comme jeu : Essai sur la littérature
- Le plaisir du texte of Barthes Roland
- Théories d'apprentissage et acquisition d'une langue étrangère of Daniel Ganoac'h.
- Culture, comparatisme et enseignement-apprentissage des langues-cultures étrangères of Jacques Cortes.

### **Subject: ICT and Content Analysis**

**Teaching Objectives** (Describe what the student is expected to have acquired as skills after successfully completing this course - maximum 3 lines).

- Introduce second-year Master's students in literature to information and communication technologies (ICT) applied to literary content analysis.
- Provides students with a deep understanding of digital methods and tools for exploring, interpreting, and drawing meaningful conclusions from literary texts.

**Recommended Prerequisites** (Brief description of the knowledge required to follow this course - Maximum 2 lines).

- Proficiency in computer use.
- General knowledge of internet navigation.

**Course Content:**

- Introduction to ICT in the Literary Context.
- Collection of Literary Data.
- Computer-assisted Literary Content Analysis.
- Visualization of Literary Data.
- Applied Research Project.

**Evaluation Method:** Continuous assessment (including project presentations, written assessments, and class participation).

**References** (Books and handouts, websites, etc.)

-Introduction aux humanités numériques : méthodes et pratiques : Sciences humaines et sociales of Seth van Hooland, Florence Gillet, Simon Hengchen, Max De Wilde, ISBN : 978-2807302150.

- Nouvelles technologies de l'information et de la communication of Julio César Andrada Cativa, ISBN : 978-6206451570.
- Y-a-t-il, vraiment, des technologies de l'information ? of Yves Jeanneret, ISBN : 978-2757400197.
- L'analyse de contenu, de Laurence Bardin, ISBN : 978-2130627906.
- Abrégé d'analyse de contenu : Une procédure objectivable of Marie-France Grinschpoun, ISBN : 978-2356441942

### **Subject: Preparation for Master's Thesis Construction**

**Teaching Objectives** (Describe what the student is expected to have acquired as skills after successfully completing this course - maximum 3 lines).

- Assist learners in the completion of their master's theses.

**Recommended Prerequisites** (Brief description of the knowledge required to follow this course - Maximum 2 lines).

- Methodology of thesis writing in literature.

### **Course Content:**

- Development of abstracts for scientific articles.
- Creation of preliminary project proposals.
- Writing workshops.
- Monitoring progress in thesis development.

**Evaluation Method:** Continuous assessment.

**References** (Books and handouts, websites, etc.)

- "La recherche documentaire en littérature : Méthodes et outils" of Marie-Christine Vinson
- "Méthodologie de la recherche en littérature : Guide pratique" of Jean-Michel Adam et Christine Barré-De Miniac
- "La méthodologie universitaire en littérature : Guide pratique pour les étudiants" of Isabelle Roussel-Gillet
- "Méthodes de recherche en littérature : Approches, outils et études de cas" of Stéphanie Bernhard
- "La recherche en littérature : Méthodologie et outils pour les étudiants en lettres" of Jean-Baptiste Amadieu

## **V- Agreements or conventions**

Void.

## **VI – Curriculum Vitae of Coordonators**

Attached herewith

## **VII - Opinions and Endorsements from Administrative and Consultative Bodies.**

Attached herewith

## **VIII - Approval of the Regional Conference** (To be filled only in the final version of the training proposal)

SIGNATURE of the legally authorized person :

FUNCTION :

Date :

## **STANDARD LETTER OF INTENT**

**(In case of a master's program in collaboration with a user-sector company)**

**(Official letterhead of the company)**

**OBJET** : Approval of the project to launch a master's degree program titled:

Dispensed to :

By this present document, the company \_\_\_\_\_ declares its intention to express support for this training as a potential user of the product.

To this end, we confirm our commitment to this project, and our role will consist of :

- Provide our perspective in the development and updating of teaching programs,
- Participate in seminars organized for this purpose,
- Serve on defense juries,
- Facilitate, to the extent possible, the hosting of interns, either for end-of-studies dissertations or supervised projects.

The necessary means for the execution of the tasks that fall upon us for the achievement of these objectives will be implemented on both the material and human levels.

Mr. (or Mrs.)..... is designated as the external coordinator for this project.

**SIGNATURE of the legally authorized person :**

**FUNCTION :**

**Date :**

**OFFICIAL STAMP or SEAL OF THE COMPANY**

**Title of the Master's Degree: Literature and Civilization**

<b>Departmental Scientific Committee</b>
<b>Faculty (or Institute) Scientific Council</b>
Opinion and endorsement from the Scientific Council :
Date :
<b>Dean of the Faculty (or Institute Director)</b>

Opinion and endorsement from the Dean or Director :

Date :

**University (or University Center) Scientific Council**

Opinion and endorsement from the Scientific Council :

Date :

**VIII - Visa from the Regional Conference**

(To be filled in only in the final version of the training proposal)