Bayero University, Kano (BUK)

Faculty of Arts and Islamic Studies

Department of Arabic

BA Arabic

Proposed 30% Addition to the Course Structure/Summary

Sixteen credit units were added in Level One, Twelve Units in Level Two, and Eight credit units in Level Four making up the Thirty-Six units required as 30% addition to the already 84 units provided bu NUC CCMAS to attain the 120 units graduation requirement.

**100 Level:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Code** | **Course Title** | **Units** | **Status** | **LH** | **PH** |
| BUK ARA 113 | Extensive Reading | 2 | C | 30 | - |
| BUK ARA 114 | Rhetoric I (Ilm-Al-Bayan) | 2 | C | 30 | - |
| BUK ARA 115 | Contemporary Specialised Arabic Texts I | 2 | C | 30 | - |
| BUK ARA 116 | The Holy Quran and the Development of Arabic | 2 | C | 30 | - |
| BUK ARA 117 | The Impact of Prophetic Traditions on Arabic language and Literature | 2 | C | 30 | - |
| BUK ARA 118 | Special Author | 2 | C | 30 | - |
| BUK ARA 119 | Arabic For Islamic Studies I | 2 | C | 30 | - |
| BUK ARA 120 | Philology | 2 | C | 30 | - |

**200 Level:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Code** | **Course Title** | **Units** | **Status** | **LH** | **PH** |
| BUK ARA 208 | Arabic For Islamic Studies II | 2 | C | 30 | - |
| BUK ARA209 | Arabic Literature in The Umayyad Period | 2 | C | 30 | - |
| BUK ARA210 | Arabic Literature in The Abbasid Period | 2 | C | 30 | - |
| BUK ARA 211 | Contemporary Specialised Arabic Texts II | 2 | C | 30 | - |
| BUK ARA213 | Arabic Literature In Muslim Spain and North Africa | 2 | C | 30 | - |
| BUK ARA214 | Rhetoric II | 2 | C | 30 | - |

**400 Level:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Code** | **Course Title** | **Units** | **Status** | **LH** | **PH** |
| BUK ARA403 | Intro. To Modern Arabic Literary Criticism | 2 | C | 30 | - |
| BUK ARA405 | Selected Topics in Morphology | 2 | C | 30 | - |
| BUK ARA 406 | Literature and Islamic Identity | 2 | C | 30 | - |
| BUK ARA 407 | Stylistics | 2 | C | 30 | - |

Bayero University, Kano (BUK)

Arts and Islamic Studies

Arabic

B.A.Arabic

BUK-ARA 113: Extensive Reading

**BUK-ARA 113: Extensive Reading (**2 Units, Core; L=30**)**

**Senate-Approved Relevance**

Training and producing of high-quality graduates skilled and competent in reading and absorbing main ideas and supporting ideas in Arabic texts, and subsequently master the art of writing in Arabic language in its different forms and styles, and teach the same at different level of education. Relevance of the course manifests in graduates ability to comprehend preserve and promote our heritage which is mainly written in Arabic, and boost the socio-cultural ties with our sister African Arab countries, as is also in tandem with the BUK’s mission and vision on national and global presence.

**Overview:**

Reading and writing skills are the base and backbone of all educational activities and processes, on which students should be drilled and trained in order to interact positively with all types of language texts and extract their underlining formal and ideological features.

The course is designed to expose students to different features of Arabic reading and writing techniques, techniques of distinguishing main ideas and supporting ideas, practical drills on acquiring and using new terms, and drills on techniques and forms of good writing.

**Objectives:**

The objectives of the course are to show Students how to:

* + - 1. Identify features of Arabic reading techniques for comprehension,
      2. Distinguish between main ideas and supporting expressions,
      3. Acquire new terms and their suitable expressional usage and ,
      4. Depict and use techniques and forms of good writing.
      5. Write good Arabic texts of all forms and styles.

**Learning Outcomes**

At the end of this course, students should be able to:

1.Identify features of Arabic reading techniques for comprehension through the selected writings of famous Arabic men of letters,

2. Distinguish between main ideas and supporting expressions in a set of given Arabic texts,

3. Acquire new terms such as: Literary , Technical, Political, Economic and Scientific terms and their suitable expressional usage and

4. Depict and use techniques and forms of good writing through essay writing and class presentations and discussions.

5.Write good Arabic Texts of all forms and styles: Scientific, Literary and Oratorical.

**COURSE CONTENT:**

This unit comprises the following: Features of Arabic reading techniques, comprehension of read texts, distinguishing main ideas and supporting ideas, features of main ideas, features of supporting ideas, practical distinguishing between main ideas and supporting Ideas in given Arabic texts: Text 1, Text 2, Text 3, Text 4,Acquiring and Using new terms: Literary, Scientific, Technical, Political, Economic, Practical writing of Arabic Texts and class presentation of the same: Literary texts, Scientific Texts, Oratorical

Bayero University, Kano (BUK)

Arts and Islamic Studies

Arabic

Ba Arabic

**BUK ARA 114: Rhetoric I**: Rhetorics (Ilm Albayan) **(**2 Units, Core; L=30**)**

**Senate – Approved Relevance:**

Arabic language is one of the Nigerian Languages, and the language of many sister African states in the African Union and it has its multifaceted importance in the scheme of things, and in Bayero University, Kano (BUK) it is one of very important Courses offered. Also studying Arabic Rhetoric will give the student wide knowledge of the impact of Arabic on Nigerian languages. And to know the importance of Arabic as an international language.

**Overview:**

This course gives a chance to Students to know more about Arabic Language Secrets, in using different statements to indicate single idea in difference ways, and to apply the same on any Arabic text.

Relevance of the course could be seen in the role it play in discerning the beauty and semantic anecdotes in Arabic Literary texts.

**Objectives:**

The objectives of this course are as follows:

1. Identify the Concept of Albayan and its subtopics with intensive examples,
2. apply the orientations of the course on every Arabic Text, study and Analyze Sub-themes indicating Albayan in any Rhetoric textbook and,
3. Appreciate the actual sound Rhetorical features of The Glorious Quran. and any other Arabic literary ext.
4. Appreciate the actual sound Rhetorical Traditions of Prophet Muhammad (S.A.W).
5. Apply the aspects of Al-Bayan on ant Arabic literary text.

**Learning Outcomes:**

After Learning this Course, the Students should be able to:

1.Identify the Concept of Albayan and its subtopics; *Simile,Trope, Metaphor,and Metonymy* with intensive examples,

1. apply the orientations of the course on every Arabic Text, study and Analyz Sub-themes indicating Albayan in any Rhetoric textbook and,
2. Appreciate the actual sound Rhetorical features of The Glorious Quran,
3. Appreciate the actual sound Rhetorical features of the Traditions of Prophet Muhammad (S.A.W)
4. Apply the aspects of Al-Bayan on ant Arabic literary text, both poetic and prosaic.

**Course Contents:**

This course has the following as contents: A brief history of the Arabic Rhetoric, an introduction on Style classifications. The concept of *Ilm Albayan*. The major sub-themes of *Albayan* Simile and its subunits, elements of Simile, types of Simile according to its elements, *Attashbih addhimni*, *attashbih attamthili*, *attashbih al-maqlub* Metaphor and its Subunits.*Tasrihiyya, Makniyyah*, Trope *(Almajaaz)* and its types.*Al-Aqli, Al-Mursal* Metonymy (*Al-kinaya)* and its portraits, *kinaya anissifah, kinaya anil mausuf, kinayah an annisbah,* practical study of the said contents.

**Bayero University, Kano (BUK)**

**Arts and Islamic Studies**

**Arabic**

**B.A Arabic**

**BUK- ARA 115: Contemporary Specialized Arabic Texts I (2 Units Core LH=30)**

**Senate – approved relevance:**

Producing high-quality graduates of Arabic Language capable of living up to the challenges of communication in an ever diversifying world of science, technology and innovation. Relevance of the course is manifest in its treatment of variety of Arabic texts relating to different spheres and walks of life, and academic specialization, Psychology, Sociology, Sports, Geography and Biology.

**Overview:**

Language as a vehicle of communication among human beings is vast and expanse as the life it depicts itself, and a good contemporary graduate of Language in general, and Arabic Language in particular is the one who can deal and communicate with the language in all circumstances and situations, and on variety of subject matters and fields .

It is imperative for a graduate of language not only know and be familiar with words and vocabularies relating to areas of language study and investigation, but also have a repertoire of variety of fields that cut across human endeavours and academic specializations, thus the need for such a course that will expose students to texts of different fields and specializations with a view of acquiring and be conversant with related terms and expressions.

**Objectives:**

1. Identify the variety of language registers and terms and its effect on communication competence,
2. Study and analyse Arabic texts relating to Psychology with a view of acquiring new registers and vocabularies,
3. Study and analyse Arabic texts relating to Sociology with a view of acquiring new registers and vocabularies,
4. Study and analyse Arabic texts relating to Sports with a view of acquiring new registers and vocabularies,
5. Study and analyse Arabic texts relating to Geography with a view of acquiring new registers and vocabularies.
6. Study and analyse Arabic texts relating to Biology with a view of acquiring new registers and vocabularies.

**Learning Outcomes:**

At the end of this course, the student should be able to:

1. Identify the variety of language registers and terms and its effect on communication competence,
2. Study and analyse 2 Arabic texts relating to Psychology with a view of acquiring new registers and vocabularies,
3. Study and analyse 2Arabic texts relating to Sociology with a view of acquiring new registers and vocabularies,
4. Study and analyse 2 Arabic texts relating to Sports with a view of acquiring new registers and vocabularies,
5. Study and analyse 2 Arabic texts relating to Geography with a view of acquiring new registers and vocabularies.
6. Study and analyse 2 Arabic texts relating to Biology with a view of acquiring new registers and vocabularies.

**Course Contents:**

Contents of this course include;

The course consists of the following: Introduction on the variety of language registers and terms as a result of variousness of life and its walks, Introduction on the field of Psychology, Psychological text 1, Psychological text 2, Introduction on the field of Sociology, Sociological text 1, Sociological text 2, Sports text 1, Sports text 2,Introduction on the field of Geography, Geographical text 1, Geographical text 1, introduction to the field of Biology, Biological text 1, Biological text 2. This course draws from Arabic newspapers, journals, scientific and specialized books.

**BAYERO UNIVERSITY, KANO (BUK)**

**ART AND ISLAMIC STUDIES**

**ARABIC**

**B.A. ARABIC**

**BUK – ARA 116: The Holy Qur’an and the Development of Arabic (2 Units Core LH=30)**

\* **Senate – Approved Relevance:-**

Training and producing of high quality graduates, skilled and competent in dealing with all aspect of Arabic language through the Qur’an verses, and subsequently master the language of Arabic in its different forms and styles, its aims also to introduce students to the identification of the impact of the Holy Qur’an on the development of Arabic Language and Literature.

\* **Overview:-**

The verses of the Holy Qur’an and its styles are the base and backbone of all forms and vocabularies, styles, in all aspect of Arabic language on which students should be taught and trained in order to understand all aspects of Arabic Language.

The course is designed to expose students to different forms and styles in Arabic Language by using the Holy Qur’an and subsequently give the students the ability to distinguish between the quality and otherwise of Arabic texts.

**Objectives:-**

The objectives of the course are the following:

1. Identify the immutability of the Holy Qur’an in respect of Language styles and features,
2. Enumerate the aspects of Quranic influence on vocabulary, thought and style of Arabic language,
3. Undergo intensive study of model texts from the Qur’an.
4. Analyze texts of the Glorious Quran, discern its aspects of inimitability, and relate them to the development of Arabic language in form, thought and style.

**Learning outcome:-**

At the end of this course, student s should be able to:-

1. Identify the immutability of the Holy Qur’an in respect of Language styles and features,
2. Enumerate 4 aspects of Quranic influence on vocabulary, thought and style of Arabic language,
3. Undergo intensive study of 5 model texts from the Qur’an.
4. Analyze 5 texts of the Glorious Quran, discern its aspects of inimitability, and relate them to the development of Arabic language in form, thought and style.

**Course content:-**

The unit has the following topics: lijazi, it’s impact on Arabic Vocabulary, thought and style, intensive linguistic study of 10 selected texts from the Qur’an.

Bayero University, Kano (BUK)

Arts and Islamic Studies

Arabic

B.A.Arabic

**BUK-ARA117: The impact of Prophetic Traditions on Arabic Language and Literature (**2Units, Core; L=30**)**

**Senate-Approved Relevance**

Training and producing of high-quality graduates skilled and competent in Arabic styles , and subsequently master the art of Stylistics in Arabic language in its different forms and contents, and teach the same at different level of using language. Relevance of the course manifests in graduates ability to comprehend preserve and promote our heritage which is mainly written in Arabic, and boost the socio-cultural ties with our sister African Arab countries, as is also in tandem with the BUK’s mission and vision on national and global presence.

**Overview:**

Prophetic Hadith also known as Sunnah in its wider perspective is the second source on which Arab Linguists, Grammarians and Philologists premised the rules and styles of Arabic language besides the Glorious Quran, students of Arabic language must be conversant with the diction and style of the Prophetic Tradition as one of the most authoritative sources of Rhetoric and good style, as well as identifying the impact of the same on the development of Arabic language in general.

Relevance of the course can be seen in it being a gateway to the understanding of the Islamic heritage which in inseparable from the heritage of the largest part of Northern Nigeria that is mainly written in Classical Arabic language..

Objectives:

The Objectives of the course are to:

1. Learn more about Arabic literary aspect of Hadith,
2. Identify the impact of prophetic tradition to development of Arabic lexicon.
3. Identify contributions of Hadith to the semantic of Arabic phrases.
4. Study and analyze Hadith as Arabic literary test.

**Learning Outcomes**

At the end of this course, students should be able to

1. Learn more about Arabic literary aspect of Hadith.
2. Enumerate 3 aspects of the impact of prophetic tradition to development of Arabic lexicon.
3. Identify 3 types of the contributions of Hadith in additional semantic of Arabic phrases.
4. 4. study and analyze 10 Hadiths Arabic literary test.

**Course Content:**

This course content consists of the following: Meaning of Hadith, linguistic quality of Hadith, features of hadith style, rhetorical aspect of Hadith studies, Its impact on Arabic vocabulary, selected traditions will be studied, the influence of Hadith on language literature and poetry and its development, views and stand of Hadith on poetry, The status of Hadith as a linguistic and literature text, Intensive linguistic and literary study of 10 selected Prophetic traditions (Hadith).

Bayero University, Kano (BUK)

Arts and Islamic Studies

Arabic

B.A.Arabic

**BUK-ARA 118: Special Author (**2 Units, Special; L=40**)**

**Senate-Approved Relevance**

Training and producing of high-quality graduates skilled and competent in reading and absorbing main ideas and supporting ideas in Arabic texts, and subsequently master the art of writing in Arabic language in its different forms and styles, and teach the same at different level of education. Relevance of the course manifests in graduates ability to comprehend preserve and promote our heritage which is mainly written in Arabic, and boost the socio-cultural ties with our sister African Arab countries, as is also in tandem with the BUK’s mission and vision on national and global presence.

**Overview:**

Literature is the backbone of Arabic language, where the student will find the original source of Arabic text applicable in Poetry and Prose, on which student should be drilled and trained in understanding and Analysis of the literary or language works.

The course is designed to expose students to prominent modern figure in literature or language, and their historical biography in term of social, culture, economy and political life, and to review their contribution and the in flues in literate or language.

**Objectives:**

The objectives of the course are to show Students how to:

1. Identify prominent figures in literature or language.
2. Narrate the historical background of the selected writers.
3. Identify their contribution in literature and language.
4. Analyse the circumstances that influenced the literary figure or linguist.
5. Asses the contributions of the figure selected.

**Learning Outcomes**

At the end of this course, students should be able to:

1. Identify prominent figures in literature or language.
2. Narrate the historical background of the selected writers.
3. Identify 3 of their contribution in literature and language.
4. Analyse 3 of the circumstances that influenced the literary figure or linguist.
5. Asses 3 of the contributions of the figure selected.

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**COURSE CONTENT:**

This unit involves the study of a prominent modern figure in literature or language, biography of prominent figure, review of his contribution, general and the special circumstances that influenced the literary figure or linguist, a short biography of the literary figure or linguist selected, review of the works of the figure selected. Assessment of the contributions of the figure to know his way of chosen word, styles, and figurative expression.

Bayero University, Kano (BUK)

Arts and Islamic Studies

Arabic

B.A.Arabic

**BUK-ARA119 : Arabic for Islamic Studies 1(**2Units, Core; L=20**)**

**Senate-Approved Relevance**

Training and producing of high-quality graduates skilled and competent in reading and absorbing correct meaning in Arabic texts, especially jurisprudential text and subsequently master the art of writing and analyzing in Arabic language in its different forms and styles, and teach the same at different level of education. Relevance of the course manifests in graduates ability to comprehend preserve and promote our heritage which is mainly written in Arabic, and boost the socio-cultural ties with our sister African Arab countries, as is also in tandem with the BUK’s mission and vision on national and global presence.

**Overview:**

This unit is complementary to ARA 1206, and it aims at reinforcing the writing skill in students. Graded texts from books on Islam such as jurisprudence, its principles will be used. This will enable students to identify language registers and ways of thinking in specific areas as well as training students in summary and translation. Not less than ten texts selected from specific areas will be studied during the semester.

**Objectives:**

1. Enable students to read and absorb language registers in the Islamic law.
2. Identify the ways of thinking in the studies of the Quran and Prophetic traditions.
3. Realize the reasons for the differences of jurists related to aspects of language when deriving rulings.
4. Distinguish between The role of syntax, morphology, rhetorical phenomena, meaning of prepositions, conjunctions, philology, phonology and their impact in different Islamic rulings.
5. Training students in summary, good interpretation and translation.

**Learning Outcomes**

At the end of this course, students should be able to:

1. Identify the ways of thinking in the studies of the Quran and Prophetic traditions.
2. Enumerate 3reasons for the differences of jurists related to aspects of language when deriving rulings.
3. Read and absorb language registers in the Islamic law.
4. Distinguish between The role of syntax, rhetorical phenomena, meaning of prepositions, conjunctions, philology, phonology and their impact in different Islamic rulings.
5. Analyze and given a good interpretation to the Quran verses, prophetic tradition and jurisprudence texts.

**COURSE CONTENT:**

This unit comprises different texts from Quran verses, prophetic tradition and jurisprudence that are related to syntax, rhetorical phenomena, meaning of prepositions, conjunctions, philology, phonology and their impact in different Islamic rulings.

Bayero University, Kano (BUK)

Arts and Islamic Studies

Arabic

BA Arabic

**BUK-ARA 120: Arabic Philology (2 Units LH=30)**

**Senate-approval relevance:**

Arabic language is deep rooted in the Nigerian society, and in Bayero University it is nuclear on which the university started. Also studding Arabic philology will give the student wide knowledge of the impact of Arabic on Nigerian languages. And to know the importance of Arabic as an international language with great influence in trade and diplomacy.

**Overview:**

Arabic philology is a branch of linguistic which study the origin of Arabic language, its nearest relations in the Semitic Languages like extinct languages of related languages, and the living ones such as Hebrew, Amharic and Tigrinya. This course also study phases of development and recording of Arabic Language.

Also the characteristics of Arabic language in the areas lexicon, phonology, morphology and syntax are to be studied. To study and analyse the influence of Arabic language on other languages such as: Persian, Kiswahili, Urdu and Nigerian languages like Hausa, Fulfulde, Kanuri and Yoruba in the aspects of words borrowing, poetry, prose and Arabic scripts in writing of Nigerian languages (Ajami)

**Objectives:**

Objectives of the course are:

1. to know the definition of the term philology.
2. to introduce the student to the origin of Arabic language.
3. to identify sister languages to Arabic.
4. To study some contributions of Arabic scholars in philology.
5. Identify the impact of Arabic Language on African languages such as Hausa, Yoruba,Fulfulde,and Swahili.

**Learning Outcome:**

At the end of this course the student should be able to,

1. Define the term Arabic Philology,

2. Identify 3 aspects of similarities and differences between Philology and linguistics,

3. Discover the origin of Arabic language, its nearest relations in the Semitic Languages and its phases of development,

4. Mention 3 characteristics of Arabic language in the areas lexicon, phonology, morphology and syntax

5. Identify the influence of Arabic language on Nigerian languages in words borrowing, poetry, and prose and Arabic scripts in writing of Nigerian languages (Ajami).

**Course Contents:**

Contents of this course include: Definition of Arabic Philology, the similarities and differences between Philology and linguistics, the origin of Arabic language, its nearest relations in the Semitic Languages like extinct languages of Babylonian, Assyrian, Canaanite, Aramaic, and Phoenician, and the living ones such as Hebrew, Amharic and Tigrinya, phases of development and recording of Arabic Language, the characteristics of Arabic language in the areas lexicon, phonology, morphology and semantics are to be studied, the influence of Arabic language on other languages such as: Persian, Kiswahili, Urdu, Nigerian languages like Hausa, Fulfulde, Kanuri and Yoruba in the aspects of words borrowing, poetry, prose and Arabic scripts in writing of Nigerian languages (Ajami).

Bayero University, Kano (BUK)

Arts and Islamic Studies

Arabic

B.A.Arabic

**BUK-ARA208: Arabic for Islamic Studies 2(**2Units, Core; L=20**)**

**Senate-Approved Relevance**

Training and producing of high-quality graduates skilled and competent in reading and absorbing correct meaning in Arabic texts, especially jurisprudential text and subsequently master the art of writing and analyzing in Arabic language in its different forms and styles, and teach the same at different level of education. Relevance of the course manifests in graduates ability to comprehend preserve and promote our heritage which is mainly written in Arabic, and boost the socio-cultural ties with our sister African Arab countries, as is also in tandem with the BUK’s mission and vision on national and global presence.

**Overview:**

This unit is complementary to ARA 1206, and it aims at reinforcing the writing skill in students. Graded texts from books on Islam such as jurisprudence, its principles will be used. This will enable students to identify language registers and ways of thinking in specific areas as well as training students in summary and translation. Not less than ten texts selected from specific areas will be studied during the semester.

**Objectives:**

1. Enable students to read and absorb language registers in the Islamic law.
2. Identify the ways of thinking in the studies of the Quran and Prophetic traditions.
3. Realize the reasons for the differences of jurists related to aspects of language when deriving rulings.
4. Distinguish between The role of syntax, morphology, rhetorical phenomena, meaning of prepositions, conjunctions, philology, phonology and their impact in different Islamic rulings.
5. Training students in summary, good interpretation and translation.

**Learning Outcomes**

At the end of this course, students should be able to:

1. Identify the ways of thinking in the studies of the Quran and Prophetic traditions.
2. Enumerate 3reasons for the differences of jurists related to aspects of language when deriving rulings.
3. Read and absorb language registers in the Islamic law.
4. Distinguish between The role of syntax, rhetorical phenomena, meaning of prepositions, conjunctions, philology, phonology and their impact in different Islamic rulings.
5. Analyze and given a good interpretation to the Quran verses, prophetic tradition and jurisprudence texts.

**COURSE CONTENT:**

This unit comprises different texts from Quran verses, prophetic tradition and jurisprudence that are related to syntax, rhetorical phenomena, meaning of prepositions, conjunctions, philology, phonology and their impact in different Islamic rulings.

Bayero University, Kano (BUK)

Arts and Islamic Studies

Arabic

**B.A Arabic**

**BUK-ARA209 Literature in the Umayyad Period (**2 Units, Core; L=30**)**

**Senate – approved relevance:**

Enabling students acquire spoken and written competence in Arabic language, and to also enable students through this competence appreciate more their African history and civilization before the colonial era, much of which is recorded in Arabic language, it will also acquaint students with the socio-cultural, religious, economic commercial, political and diplomatic aspects of the life of the speakers of the language with a view to promoting greater international understanding and co-operation. Furthermore to equip students with adequate training for jobs in the fields of teaching and research, translation and interpretation, administration, journalism and diplomatic service

**Overview:**

The Umayyad period (40–132/661–750) is one of the most interesting and important for the critic of poetry. More than the verse of any other period prior to modern times, Umayyad poetry was in dynamic development and registered, obliquely and directly, the deeper changes in the spiritual condition of the times. This period of rapid development was flanked by more settled periods of poetic creativity: on the one side the pre-Islamic, on the other the 'Abbasid poetry; and there can be no doubt that Umayyad poetry stems from a powerful poetic tradition of high achievement. The verse of al-Akhtal (Ghiyāth b. Ghawth of Taghlib, d. 92/710), for example, seems to grow out of a well-rooted tradition, developed to a kind of perfection by generations of poets.

The verse of a poet like the Qurashite 'Umar b. Abī Rabīah (23–93/643–711) gives a different impression. He wrote experimental poetry that deviated in tone and technique from the poetry preceding it. Nevertheless, although he did not model himself on the pre-Islamic heritage except occasionally, he still built on the achievements of his predecessors, and profited from the strength and malleability of their techniques. Umayyad poetry abounds with experiments. Many aspects of the poem were explored. New moods and themes were introduced, points of emphasis were shifted, and old motifs reappeared, intensified and sometimes exaggerated. This is a period in which an unrivalled revolution took place spontaneously, unbound as yet by imposed traditionalism.

**Objectives:**

1. Describe the general factors that influenced the Umayyad literature
2. Distinguish between Umayyad literary works and that of pre and early Islamic period
3. Identify the role of politics in enriching the Umayyad literary works in its quality and quantity
4. Identify the emergence of new themes in Umayyad literature, such as: (Shi’ir Siyasi and Munaqadwat)
5. Analyze the development of some poetic themes, such as: (Madahu, Gazal and Hija’i)
6. Appreciate some literary works of some prominent poets of Umayyad perid such as: (Akh-Dal, Jarir, Farazdaq, Umar Ibn Abi Rabi’a and Kaisu Ibn Mulawwah) as well as some literary works of some of the prominent men of letters of the Umayyad period such as: (Abdulhamid al- Katib, Ibnul Amid and Hajjaj Bin Yusuf etc.)

**Learning Outcomes:**

At the end of this course, the student should be able to:

1. Identify 3 circumstances that influenced the literature of the Umayyad period;
2. Distinguish between literary works of the Umayyad periods and the works of early and pre Islamic periods
3. Explain 3 basic features of the Umayyad period literary works;
4. Identify 5 newly emerging themes in Umayyad poetry;
5. Identify 5 prominent men of letters of the Umayyad period;
6. Appreciate relevant literary texts from the period;

**Course Contents:**

Contents of this course include; General background to the Umayyad literature, characteristics of Arabic poetry in the period, it’s form and content, study of the major themes in poetry, textual study of some selected poems of the prominent men of letters and features of their poetry during the period, study of the prose it’s development, characteristics, classifications and style. A study of selected works of famous writers of the period

Bayero University, Kano (BUK)

Arts and Islamic Studies

Arabic

BA Arabic

**BUK-ARA210 Literature in the Abbasid Period (2 Units, Core; L=30)**

**Senate – approved relevance:**

Enabling students acquire spoken and written competence in Arabic language, and to also enable students through this competence appreciate more their African history and civilization before the colonial era, much of which is recorded in Arabic language, it will also acquaint students with the socio-cultural, religious, economic commercial, political and diplomatic aspects of the life of the speakers of the language with a view to promoting greater international understanding and co-operation. Furthermore to equip students with adequate training for jobs in the fields of teaching and research, translation and interpretation, administration, journalism and diplomatic service

**Overview:**

It was not until the Abbasids assumed power in 750, settling in [Baghdad](https://www.britannica.com/place/Baghdad), that the golden age of Arabic literature began. The influx of foreign elements added new colour to cultural and literary life. Hellenistic thought and the influence of the ancient [cultures](https://www.merriam-webster.com/dictionary/cultures) of the [Middle East](https://www.britannica.com/place/Middle-East), for example, contributed to the rapid [intellectual](https://www.merriam-webster.com/dictionary/intellectual) growth of the Muslim [community](https://www.merriam-webster.com/dictionary/community). Its members, seized with insatiable intellectual curiosity, began to adapt elements from all the earlier high cultures and to incorporate them into their own. They thus created the wonderful fabric of Islamic [culture](https://www.merriam-webster.com/dictionary/culture) that was so much admired in the Middle Ages by western [Europe](https://www.britannica.com/place/Europe). Indian and Iranian threads were also woven into this fabric, and a new sensitivity to beauty in the field of poetry and the fine arts was [cultivated](https://www.merriam-webster.com/dictionary/cultivated).

The classical [Bedouin](https://www.britannica.com/topic/Bedouin) style was still predominant in [literature](https://www.britannica.com/art/literature) and was the major preoccupation of grammarians. These men were, as the modern critic Sir Hamilton Gibb emphasized, the true humanists of [Islam](https://www.britannica.com/topic/Islam). Their efforts helped to standardize “High Arabic,” giving it an unchangeable structure once and for all. By then the inhabitants of the growing towns in Iraq and [Syria](https://www.britannica.com/place/Syria) were beginning to express their love, hatred, religious fervour, and frivolity in a style more appealing to their fellow townsmen. Poets no longer belonged exclusively to what had been the Bedouin [aristocracy](https://www.merriam-webster.com/dictionary/aristocracy). Artisans and freed slaves, of non-Arab origin, were included among their number. Bashshār ibn Burd (died c. 784), the son of an enslaved Persian, was the first representative of the new style. This ugly blind workman excelled as a seductive love poet and also as a biting satirist—“Nobody could be secure from the itch of his tongue,” it was later said—and he added a new degree of expressiveness to the old forms. The category of [*zuhdiyyah*](https://www.britannica.com/art/zuhdiyyah) (ascetic poems) was invented by the poet [Abū al-ʿAtāhiyyah](https://www.britannica.com/biography/Abu-al-Atahiyah) (died 825/826) from [Basra](https://www.britannica.com/place/Basra), the centre of early [ascetic](https://www.merriam-webster.com/dictionary/ascetic) movements. His pessimistic thoughts on the transitory nature of this world were uttered in an unpretentious kind of verse that rejected all current notions of style and technical [finesse](https://www.merriam-webster.com/dictionary/finesse). He had turned to ascetic poetry after efforts at composing love songs.

**Objectives:**

1. Describe the general factors that influenced the Abbasid literature
2. Distinguish between Abbasid and Umayyad literary works
3. Identify the influx of foreign elements in the literary life of Abbasid period
4. Analyze intellectual, economic and political growth of the Abbasid period and its impact in the literary life.
5. Identify some prominent poets of the Abbasid period such as: Mutanabbi, Buhturi, Abu Tammam and Abu Nuwwas, etc.
6. Describe the general feature of prose during the Abbasid period taking into consideration the high growth of the art of Tauqi’at

**Learning Outcomes:**

At the end of this course, the student should be able to:

1. Identify 2 of the circumstances that influenced the literature of the period;
2. Distinguish between literary works of the Abbasid period and the works
3. Explain 5 basic features of the Abbasid period literary works;
4. Identify 3 new dimensions in the themes of Abbasid poetry;
5. Identify some prominent men of letters of the Abbasid period;
6. Appreciate relevant literary texts from the period;
7. Analyze some fundamental developments in both literary form and content;

**Course Contents**

Contents of this course include; General background to the Abbasid literature, characteristics of Arabic poetry in the period, it’s form and content, study of the major themes in poetry, textual study of some selected poems of the prominent men of letters and features of their poetry during the period, *Al-Buhturi*, *Abul Atahiyah, Abu Nuwas, Al-Mutanabbi*, study of the prose it’s development, characteristics, classifications and style. A study of selected works of famous writers of the period, *Ibnul Muqaffa’, Abdul Hamid Alkatib, Alhariri Al-Basri, Azzamakhsahri* and so on

**Bayero University, Kano (BUK)**

**Arts and Islamic Studies**

**Arabic**

**B.A Arabic**

**BUK- ARA 211: Contemporary Specialized Arabic Texts 2 (2 Units Core LH=30)**

**Senate – approved relevance:**

Producing high-quality graduates of Arabic Language capable of living up to the challenges of communication in an ever diversifying world of science, technology and innovation. Relevance of the course is manifest in its treatment of variety of Arabic texts relating to different spheres and walks of life, and academic specialization, Political, Economic, Cultural, Educational and Chemistry Texts.

**Overview:**

Language as a vehicle of communication among human beings is vast and expanse as the life it depicts itself, and a good contemporary graduate of Language in general, and Arabic Language in particular is the one who can deal and communicate with the language in all circumstances and situations, and on variety of subject matters and fields .

It is imperative for a graduate of language not only know and be familiar with words and vocabularies relating to areas of language study and investigation, but also have a repertoire of variety of fields that cut across human endeavours and academic specializations, thus the need for such a course that will expose students to texts of different fields and specializations with a view of acquiring and be conversant with related terms and expressions.

**Objectives:**

1. Identify the variety of language registers and terms and its effects on communication competence,
2. Study and analyse Arabic texts relating to Political Science with a view of acquiring new registers and vocabularies,
3. Study and analyse Arabic texts relating to Economics with a view of acquiring new registers and vocabularies,
4. Study and analyse Arabic texts relating to Cultural Studies with a view of acquiring new registers and vocabularies,
5. Study and analyse Arabic texts relating to Education with a view of acquiring new registers and vocabularies.
6. Study and analyse Arabic texts relating to Chemistry with a view of acquiring new registers and vocabularies.

**Learning Outcomes:**

At the end of this course, the student should be able to:

1. Identify the variety of language registers and terms and its effect on communication competence,
2. Study and analyse 2 Arabic texts relating to Political Science with a view of acquiring new registers and vocabularies,
3. Study and analyse 2Arabic texts relating to Economics with a view of acquiring new registers and vocabularies,
4. Study and analyse 2 Arabic texts relating to Cultural Studies with a view of acquiring new registers and vocabularies,
5. Study and analyse 2 Arabic texts relating to Education with a view of acquiring new registers and vocabularies.
6. Study and analyse 2 Arabic texts relating to Chemistry with a view of acquiring new registers and vocabularies.

**Course Contents:**

Contents of this course include;

The course consists of the following: Introduction on the variety of language registers and terms as a result of variousness of life and its walks, Introduction on the field of Political , Political Science text 1, Political Science text 2, Introduction on the field of Economics, Economics text 1, Economics text 2, Cultural text 1, Cultural text 2,Introduction on the field of Education, Educational text 1, Educational text 2, introduction to the field of Chemistry, Chemistry text 1, Chemistry text 2. This course draws from Arabic newspapers, journals, scientific and specialized books.

**Bayero University, Kano (BUK)**

**Arts and Islamic Studies**

**Arabic**

**B.A Arabic**

**BUK-ARA213 Literature in Muslim Spain and North Africa (2 Units LH=30)**

**Senate – approved relevance:**

Enabling students acquire spoken and written competence in Arabic language, and to also enable students through this competence appreciate more their African history and civilization before the colonial era, much of which is recorded in Arabic language, it will also acquaint students with the socio-cultural, religious, economic commercial, political and diplomatic aspects of the life of the speakers of the language with a view to promoting greater international understanding and co-operation. Furthermore to equip students with adequate training for jobs in the fields of teaching and research, translation and interpretation, administration, journalism and diplomatic service

**Overview:**

The Muslim Spain, or al- Andalus refers to that part of the Iberian peninsula that came under the suzerainty of the Muslim medieval times. The establishment of this Umayyad dynasty in the Iberian peninsula by Abdurrahman al-Dakhil in 138/CE 756 marked the beginning of a new political and hence, cultural dispensation. From now till the middle of the third/ninth century, attention was on how to consolidate the political gains of this newly emerging power, Damascus had become no more than a symbolic capital, as Cordoba evolved into a parallel center of authority. Abd al-Rahman had welded the divergent cultural and ethnic constituents of his domain, turning them into a relatively homogenous civilization with Arabic and Islam as its mainstays. According to al-Maqarri (d. 1041/1631), poetry was highly valued in al-Andalus and poets enjoyed a pride of place in the political life so much that outstanding poets were rewarded by courts, they equally enjoyed the maximum goodwill and unrestricted company of aristocrats and rulers.

**Objectives:**

1. Describe the general factors that influenced the Muslim Andalus literature,
2. Distinguish between the Andalus literature and the Umayyad literary works,
3. Identify the influx of foreign elements in the literary life of Andalus period,
4. Analyze intellectual, economic and political growth of the Andalus period and its impact in the literary life.
5. Identify some prominent poets of the Andalus period such as: Abul Makhshiyyi, Abul Baqa’i ar-Rundi, Ibn Zaidun, Ibn Hamdees etc.
6. Describe the general factors that lead to the development of poetry in its motifs, rhymes and style, taking into consideration the high growth of the art of Taushihat
7. Describe the general feature of the prose during the Andalusian period.

**Learning Outcomes:**

At the end of this course, the student should be able to:

1. Identify 3 of the general factors that lead to the emergence of Arabic Literature in Muslim Spain and North Africa.
2. Explain 3 features of the of Arabic Literature in Muslim Spain and North Africa;
3. Distinguish between the Arabic Literature in Muslim Spain and North Africa and the Umayyad literature;
4. Distinguish and analyse the literary works of 5 important men of letters;
5. Appreciate 5 selected texts from the works of prominent poets and writers of the period;
6. Identify the impact of the Arabic Literature in Muslim Spain and North Africa in Nigerian Arabic Literature.

**Course Contents:**

Contents of this course include; General background to the literature in Muslim Spain and West Africa, Characteristics of Arabic poetry in the period, it’s form and content, study of the major themes in poetry, *eulogy, description of nature, lampoon, elegy*, textual study of some selected poems of the prominent men of letters and features of their poetry during the period,poems of poets such as *Abul Makhshiyyi, Abul Baqa’i ar-Rundi, Ibn Zaidun, Ibn Hamdees*, study of the prose it’s development, characteristics, classifications and style. A study of selected works of famous writers of the period, a study of the impact of the two literatures on the Nigerian Arabic Literature.

Bayero University, Kano (BUK)

Arts and Islamic Studies

Arabic

BA Arabic

**BUK-ARA 214: RHETORIC II (Ilmi Alma’aanii) (**2 Units, Core; L=30**)**

**Senate – Approved Relevance:**

Arabic language is one of the Nigerian Languages, and the language of many sister African states in the African Union and it has its multifaceted importance in the scheme of things, and in Bayero University, Kano (BUK) it is one of very important Courses offered. Also studying Arabic Rhetoric will give the student wide knowledge of the impact of Arabic on Nigerian languages. And to know the importance of Arabic as an international language.

**Overview:**

This course in Arabic Rhetoric is a course gives a chance to a Student to know more about Arabic Language Secrets, by then to know the differences between the classifications of the Arabic Sentences, this will help him to realize the deep meaning of any Arabic text. And to get a way for tackling the Global community problems.

Moreover; The study of Rhetorical aspect of speech such as the difference between Al-Khabar and Al-Insha’a, Qasr and Its sub-themes, Fasl and Wasl are indispensable in discerning the underlining metaphorical meanings of Arabic Language both written and spoken.

**Objectives:**

The objectives of this course are as follows:

1. Identify the Concept of *Alma’aanii* and its sub topics with intensive examples,
2. apply the orientations of the course on every Arabic text,
3. Analyze sub-themes indicating *Ilm Alma’aanii* in any Rhetoric textbook and,
4. Appreciate actual sound Rhetorical features of the Glorious Quran.
5. Appreciate actual sound Rhetorical features of the Traditions of Prophet Muhammad (S.A.W) .
6. Appreciate actual sound Rhetorical features Arabic literary text both in Poetic and Prosaic forms.

**Learning Outcomes:**

After Learning the course, the Students should be able to:

1. Identify the Concept of *Alma’aanii* and its sub topics;*Al-Khabar and Al-Insha’a,Wasla and Fasl, Qasr ,Al-iJaz,Al-Itnab and Al-Musawaat* with intensive examples,
2. Apply the orientations of the course on every Arabic text,
3. Analyze sub-themes indicating *Ilm Alma’aanii* in any Rhetoric textbook and,
4. Appreciate actual sound Rhetorical features of the Glorious Quran.
5. Appreciate actual sound Rhetorical features of the Traditions of Prophet Muhammad (S.A.W).
6. Appreciate actual sound Rhetorical features of Arabic literary text both in Poetic and Prosaic forms.

**Course Contents:**

The content of this unit include the following: Brief introduction to the concept of *Ilmul ma'ani*, its status and relation to Syntax, *Khabar* and *Insha*'a and their sub-themes, *Al-Insha Attalabi, Al-Insha’a gair Attalabi, Al-Amr, Annahy, Al-Istifhaam, Attamanni, Arraja’u Annidaa*, Qasr and its sub-themes, Fasl and Wasl and their sub themes, Styles of *I‘ijaz* (brevity), *Itnab* (pleonasm), and *Musawah* (equilibrium).

Bayero University, Kano (BUK)

Arts and Islamic Studies

Arabic

B.A Arabic

**BUK-ARA403 Introduction Modern Arabic Literary Criticism (2 Units, Core; L=30)**

**Senate – approved relevance**

Enabling students acquire spoken and written competence in Arabic language, and to also enable students through this competence appreciate more their African history and civilization before the colonial era, much of which is recorded in Arabic language, it will also acquaint students with the socio-cultural, religious, economic commercial, political and diplomatic aspects of the life of the speakers of the language with a view to promoting greater international understanding and co-operation. Furthermore to equip students with adequate training for jobs in the fields of teaching and research, translation and interpretation, administration, journalism and diplomatic service

**Overview:**

The moment of the revival of Arabic classical masterpieces in the late nineteenth century injected a breath of life into poetry, which had hitherto remained the predominant literary genre but overwhelmed by artificiality and rhetorical ornaments at the expense of the depiction of sincere feelings and thoughts.

The first poet in the period to this new life in his output was Mahmud Sami al-Barudi (1838 – 1904) the precursor of modern Arabic poetry. While efforts were being made to revive classical literary masterpieces, the revival of literary criticism of the golden age was also being carried out. Al- Sheikh Husyn al-Marsafi (d.1890) is perhaps the most representative of this revival through his work, al- Wasila al-Adabiyyah

**Objectives:**

1. Identify the factors that lead to the origin of modern Arabic Criticism
2. Distinguish between the classical and modern Arabic Criticism
3. Identify the fundamental role of the western colonialist, new education system, educational missions to Europe, print and publishing companies and journalism in the development of modern Arabic Criticism
4. Undergo drills on how to appreciate the text
5. Identify major approaches in modern Arabic criticism such as: Classism, Romantic, Symbolism and Realism
6. Identify the famous critics of the modern Arabic Criticism and their literary works, such as: Hussain al-Marsafi, Mustapha Sadik al-Rafi’i, Abbas Mahmud Akkad and Daha Hussain, al- Mazini, etc.
7. Apply the knowledge acquire to appreciate some selected Arabic literary works

**Learning Outcomes:**

At the end of this course, the student should be able to:

1. Identify 3 general factors that lead to the emergence of modern Arabic literary Criticism;
2. Explain 2 basic features of the modern Arabic literary Criticism;
3. Distinguish between the classical and modern Arabic literary Criticism;
4. Study works of some prominent critics;
5. Undergo drills in the appreciation of literary texts;
6. Identify the process of text analyses;

**Course Contents:**

Contents of this course include: Introductions to the general factors that impacted modern literary criticism, Study of some issues of criticism such as the education of the critic, organic unity, literature and commitment and so on, Review of some works in criticism by such critics like al'Akkad, Taha Husain, Marun Abbud, al-Mazini, and others. Drills on analyzing literary texts and appreciation, Drill 1, drill2, drill3, drill4, drill 5

Bayero University, Kano (BUK)

Arts and Islamic Studies

Arabic

BA Arabic

**BUK- ARA405: Selected Topics in Morphology: (**2 Units, Core; L=30**)**

**Senate-approved relevance**

Training of high-quality and produce graduates who can tackle challenges facing Arabic students in the 21st century especially multifaceted relationships with the world around him and beyond. Arabic morphology as a bedrock of learning Arabic language is in this context that each graduate of Arabic should be able to be venerably in his society and the world in general. To equip students with adequate training for jobs in the field of teaching and research, translation and interpretation, administration, journalism and diplomatic service.

**Overview**

Language is a vehicle of thought and a unique means of communication between individuals, communities and nations. No meaningful human and material development can take place without language. Human beings since antiquity, therefore, accord the acquisition of language and the study of Arabic morphology its skills an important place in their educational endeavors. Specifically Arabic language (in one of its dialects) is one of Nigeria`s languages and the language of many sisters African states in the African Union and it has its multifaceted importance in the scheme of things.

**Objectives:**

1. To enable students acquire spoken and written competence in Arabic language
2. To enable students through this competence appreciate more their African history and civilization before the colonial era, much of which is recorded in Arabic language
3. To acquaint students with the socio-cultural, religious, economic, commercial, political and diplomatic aspects of the life of the speakers of the language with a view to promoting greater international understanding and co-operation.
4. To prepares the students to study a major global language
5. To train students in Arabic language to meet the needs of the labour market and national task.
6. Groom the learner through reading of classical Islamic texts, with emphasis on Qur`an, Hadith, Sira, and Tafsir. The objectives of the course, learning outcomes, and contents are provided to address this need.

**Learning Outcome:**

At the end of this course the student should be able to:

1. Discover the root of Arabic nouns and verbs,
2. Distinguish 3 characteristics of verbs and its infinitives and apply them on derivational level,
3. Identify 3 morphological features of nouns and verbs,
4. List methods of searching the meaning of words in Arabic dictionary,
5. Write and speak Arabic words fluently,
6. Pronounce words with consonants clusters in correctly and,
7. Differentiate between the rules of substitution, irregularity and assimilation in Arabic words and apply the same.

**Course contents:**

This course deals with the study of issues related to .*Ibdal,* (substitution)  *(common, irregular, regular),*  *idgam* (assimilation)*(Compulsory, permissible and undiserable),*,, *ta`awidh,( Compulsory, permissible and idiomatic)* and *I`ilal*.(*with conversion , with deletion and with transfer),masdar* (infinitive), its concept and paradigms, types of verb *masdar*, trilateraland non-trilateral. Assimilation and consonants cluster in a word. Applied aspects of the mentioned subtopics.

Bayero University, Kano (BUK)

Arts and Islamic Studies

Arabic

B.A.Arabic

**BUK-** **ARA406: Literature and Islamic Identity (2Units, Core; L=20)**

**Senate-Approved Relevance:**

Training of High-quality graduates capable of discerning the correlation between literature and ideology, through the works of Muslim writers from ancient times to modern times.

Relevance of the course can be seen in the opportunity the course avail for understanding the literary works written in Arabic language throughout the history, and relate the same with the religious, socio-cultural and economic life of different nations impacted by the literature for better understanding and co-operation among sister African and Arabic nations.

**Overview:**

Literary works and lifestyle of the language community for which it is produced are inseparable identities, in fact literature is the mirror of the life of the society, as such religious and socio-cultural life of the Arabs and the Muslim nations impacted by Arabic literature is a prominent element in the themes treated by the same literature, and understanding this relation helps a great deal in understanding the life-styles of the communities for which the literature is produced and in turn poster co-operation in different facet of life.

**Objectives:**

Objectives of the course include:

1. Identify the concept of literature and Islamic Identity and the relationships between the two.
2. Review the treatment of classical writers of literature and religion, and other themes such as: Literature and moral, lying and truthfulness in literature.
3. Identify the underlining theories formulated by Islamic literature critics, and the creed guiding the literary production of a muslim writer.
4. Treat and analyse works by ancient and modern Muslim writers through the works published by the World League of Islamic Literature and similar organizations
5. Identify and treat works relating to Islamic identity in his immediate environment.

**Learning Outcomes:**

At the end of this course, the student should be able to:

1. Identify the concept of literature and Islamic Identity and the relationships between the two.
2. Review the treatment of 5 classical writers of literature and religion, and other themes such as: Literature and moral, lying and truthfulness in literature.
3. Identify the 5 underlining theories formulated by Islamic literature critics, and the creeds guiding the literary production of a muslim writer.
4. Treat and analyse 6 works by ancient and modern Muslim writers through the works published by the World League of Islamic Literature and similar organizations
5. Identify and treat 4 works relating to Islamic identity in his immediate environment.

**Course Contents:**

The Course content has the following segments: Introduction on the relation between literature and ideology, the treatment of classical writers of: literature and religion, literature and morals, lying and truthfulness in literature, the treatment of modern Muslim writers through works published by the World League of Islamic Literature, and the same by other similar organizations, Intensive study of selected literary genres published in the journal of the World League of Islamic Literature, and the same by other organizations.

Bayero University, Kano (BUK)

Arts and Islamic Studies

Arabic

B.A.Arabic

**BUK-ARA407 :Stylistics(2Units, Core; L=30)**

**Senate-Approved Relevance**

Training and producing of high-quality graduates skilled and competent in Arabic styles , and subsequently master the art of Stylistic in Arabic language in its different forms and contents, and teach the same at different level of using language. Relevance of the course manifests in graduates ability to comprehend preserve and promote our heritage which is mainly written in Arabic, and boost the socio-cultural ties with our sister African Arab countries, as is also in tandem with the BUK’s mission and vision on national and global presence.

**Overview:**

Stylistics,as a branch of Applied Linguistics, is concerned with the study and interpretation of texts of all types and /or spoken language in regard to their linguistics and tonal style. where style is the particular variety of language used by different individuals and/or in different situation or settings.

Relevance of the course can be seen in that it equips students with techniques and pre-requisite knowledge on how to differentiate between variety of language styles, identify individual person’s style in written and spoken forms of language, and ho to interpret a text in order to arrive at its innermost meaning and denotations.

**Objectives:**

The objectives of the course are to show Students how to:

* + - 1. Identify Literal and Technical meaning of the concept of Stylistics.
      2. .Enumerate the major stages of the development of Stylistics across the history
      3. Identify points of similarity and divergence among stylists.
      4. Compare between Stylistics and Rhetoric.
      5. Study some issues in Stylistics such as; deviation,situation and structural antonym.

**Learning Outcomes**

At the end of this course, students should be able to:

1. Identify Literal and Technical meaning of the concept of Stylistics.
2. .Enumerate the major stages of the development of Stylistics across the history
3. Identify 3 points of similarity and divergence among stylists.
4. Compare between Stylistics and Rhetoric.
5. Study some issues in Stylistics such as; deviation,situation and structural antonym.

**COURSE CONTENT:**

The unit composed of the following: The concept and scope of stylistics. The beginning, and development of modern stylistics, Point of similarities and divergence among stylistics, wording in Arabic Style, language structure in Arabic style, rhetoric’s and stylistic, the role of stylistic in criticism, Some issues in stylistics e.g. deviation, situation and structural antonym.