

## Course Syllabus

1	<b>Course title</b>	<b>Literary Theory</b>
2	<b>Course number</b>	<b>2201708</b>
3	<b>Credit hours</b>	3
	<b>Contact hours (theory, practical)</b>	3
4	<b>Prerequisites/Co-requisites</b>	
5	<b>Program title</b>	Master`s Degree in English Literature
6	<b>Program code</b>	220
7	<b>Awarding institution</b>	The University of Jordan
8	<b>School</b>	School of Foreign Languages
9	<b>Department</b>	Department of English Language and Literature
10	<b>Course level</b>	Graduate
11	<b>Year of study and semester (s)</b>	2023/2024 First Semester
12	<b>Final Qualification</b>	MA
13	<b>Other department (s) involved in teaching the course</b>	
14	<b>Language of Instruction</b>	English
15	<b>Delivery method</b>	<input checked="" type="checkbox"/> Face to Face learning <input type="checkbox"/> Blended <input type="checkbox"/> Fully online
16	<b>Electronic platform(s)</b>	<input checked="" type="checkbox"/> E - Learning <input type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others
17	<b>Issuing /Revision Date</b>	December 2023

### 18 Course Coordinator

<p>Name: Dr Zaydun Al-Shara,</p> <p>Office number: 10</p> <p>Phone number: 065355000/24724</p>
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Email: [z.shara@ju.edu.jo](mailto:z.shara@ju.edu.jo)

Office Hours:

Sun, Tues, Thurs 2:30 – 3:30

### 19 Other instructors:

Name:

Office number:

Phone number:

Email:

### 20 Course Description:

This course focuses on literary theory and its application to literature and culture. Students will examine major twentieth-century theories and applications: historical, formalist, structuralism, psychoanalytic, Marxist, reader-response, New Historicist, feminist, postcolonial, and various post-structuralism perspectives. The approach of the course will be theoretical rather than practical, as students will focus on using the theories in the service of advancing arguments in research papers.

### 21 Course aims and outcomes:

#### A- Aims: Program learning outcomes (PLO's)

At the successful completion of the Master Program in English Literature the student should be able to:

- 1- Apply critical approaches, theories and methodologies to literary texts belonging to different literary periods.
- 2- Analyze and discuss the salient features of literary texts from a broad range of English and American literary periods.
- 3- Explain and discuss the functions of texts in relation to different historical, social, and political contexts.
- 4- Examine literary texts in a way that reflects insight into the distinctive historical, traditional and social situatedness of English literature as an academic discipline.
- 5- Employ knowledge of literary traditions to produce imaginative writing, demonstrating interpretive and analytical skills and the ability to close-read.
- 6- Apply critical and creative thinking to evaluate literature and improve practice in English studies, applying sound judgment in professional and personal situations.
- 7- Prepare and deliver specialized professional-level seminar, work efficiently both independently and as part of a team, collaborate with other, demonstrating commitment to social and professional responsibilities
- 8- Design, execute, interpret, and critique research in the specialization, and write master's theses or reports to

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professional standards equivalent to the quality of publishable papers. (Design and conduct linguistic research, interpret its results, demonstrating the ability to write a master's thesis proficiently and produce professionally publishable reports. Work efficiently both independently and/or as part of a team, committing to social and professional responsibilities).

- 9- Demonstrate an interest in learning and continuous professional growth, utilize information and data technology to develop his capabilities, knowledge, and skills. Express a commitment to acquiring and generating new knowledge and analyze and investigate issues related to English literature.

#### B- Course Learning Outcomes (CLOs):

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

No.	Course Learning Outcomes	Program Outcomes										Assessment Tools										
		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	
1	Classify pivotal philosophical figure for classical, Renaissance, Romantic and Victorian ages, Modern and post modern periods.	X	X	X	X		X											X		X	X	X
2	Apply appropriate critical and analytical skills when dealing with works of literature and literary concepts	X		X	X	X		X	X	X					X			X		X		X
3	Acquire historical background for theory and criticism.	X				X	X	X									X		X			X
4	Determine the relationship between theory and literature	X	X			X	X	X									X		X			X
5	Assign the modern and contemporary critical schools	X				X	X	X									X		X			X
6	Apply literary theory on literary texts.	X			X	X		X	X					X								X

#### 22. Topic Outline and Schedule:

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Week	Lecture	Topic	Course Learning Outcomes	Teaching Methods*/platform	Evaluation Methods**	References
1	Wed	Orientation And Introduction	1,2,3,5,6	Face to face  Microsoft Teams Moodle/ E-learning	In-class discussions/  At-home Assignment posted to Moodle	Main textbook
2	Wed	Defining criticism, theory, and literature	2, 5, 6	Face to face  Microsoft Teams Moodle/ E-learning	In-class discussions/  At-home Assignment posted to Moodle	Main textbook
3	Wed	The Rise of literary theory	2, 5, 6	Online/Microsoft Teams	In-class discussions/  At-home Assignment posted to Moodle	Main textbook
4	Wed	Classical Tradition:  Plato  Aristotle  Horace  Longinus Giovanna Boccaccio  Sir Philp Sidney  Dante Alighieri	2, 5, 6	Face to face  Microsoft Teams Moodle/ E-learning	In-class discussions/  At-home Assignment posted to Moodle	Main textbook
5	Wed	Modernism	5, 6,	Face to	In-class	Main textbook

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		Postmodernism		face	discussions/ At-home Assignment posted to Moodle	
6	Wed	Russian Formalism & New Criticism	5, 6	Face to face  Microsoft Teams Moodle/ E- learning	In-class discussions/  At-home Assignment posted to Moodle	Main textbook
7	Wed	Reader Oriented Criticism	5, 6, 7	Face to face  Microsoft Teams Moodle/ E- learning	In-class discussions/  At-home Assignment posted to Moodle	Main textbook
8	Wed	Structuralism, Poststructuralism & Deconstruction	1-6	Face to face  Microsoft Teams Moodle/ E- learning	In-class discussions/  At-home Assignment posted to Moodle	Main textbook
9	Wed	Psychoanalytical Criticism	5, 6	Face to face  Microsoft Teams Moodle/ E- learning	In-class discussions/  At-home Assignment posted to Moodle	Main textbook
10	Wed	Feminism & Queer Theory	5, 6	Face to face  Microsoft Teams Moodle/ E- learning	In-class discussions/  At-home Assignment posted to Moodle	Main textbook

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11	Wed	Marxism	5, 6	Face to face Microsoft Teams Moodle/ E-learning	In-class discussions/ At-home Assignment posted to Moodle	Main textbook
12	Wed	Cultural poetics: new historicism  Postcolonialism	5, 6	Face to face Microsoft Teams Moodle/ E-learning	In-class discussions/ At-home Assignment posted to Moodle	Main textbook
13	Wed	Cultural Studies: African-American Criticism, And	5, 6	Face to face Microsoft Teams Moodle/ E-learning	In-class discussions/ At-home Assignment posted to Moodle tasks	Main textbook
14	Wed	Ecocriticism Research paper Discussion	1-6	Face to face Microsoft Teams Moodle/ E-learning	In-class discussions/ At-home Assignment posted to Moodle	Main textbook
15	Wed	Narratology Research paper submission	1-6	Face to face Microsoft Teams Moodle/ E-learning	In-class discussions/ At-home Assignment posted to Moodle	Main textbook

- **Teaching methods include:** Synchronous lecturing/meeting; Asynchronous lecturing/meeting; discussion
- **Assessment methods include:** 1. quizzes, 2. assignments, 3. midterm, 4. projects, 5. interview, 5. case studies, 6. presentation, 7. field study 8. term papers, 9. student portfolio, 10. final exam

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### 23 Evaluation Methods:

Opportunities to demonstrate achievement of the CLOs are provided through the following assessment methods and requirements:

Evaluation Activity	Mark	Topic(s)	Period (Week)	Platform
Presentation & participation	10	As assigned each week	1-15	On Campus/ JU E-learning platforms
Midterm Exam	30	Midterm Material	7	On Campus/ JU E-learning platforms
Research paper	20	Any of the topics	1-15	On Campus/ JU E-learning platforms
Final Examination	40	All of the topics	15	On Campus/ JU E-learning platforms

### Rubric for presentation tasks:

Criteria	10	8	6	4	2-0
<b>Subject Mastery</b>	Full knowledge of the topic is demonstrated and any questions from the audience are correctly answered and explained. A thesis is presented.	Understanding of the topic is demonstrated and most of the questions from the audience are answered correctly. A thesis is presented.	The content shows some understanding and comprehension of the topic, but questions from the audience aren't answered correctly. A thesis is somewhat presented.	The presentation has some information about the topic, but is mostly based on clichés and basic knowledge. No thesis is presented.	The presentation doesn't show any knowledge of the topic, it's short and has basic or no foundation. No thesis is presented.
<b>Organization</b>	It is presented in a logical, interesting sequence,	It is presented in a logical sequence which can be followed	The presentation is somewhat difficult to follow but the	The presentation is difficult to follow because it jumps back	The presentation has no sequence of information and is not understood.

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	and effective way that can be followed easily.	fairly easily.	general idea and timeline is understood.	and forth and it is difficult to understand.	
<b>Delivery</b>	Maintains eye contact, doesn't read from notes, speaks loud with inflection, pronounces all words correctly, and is very effective and engaging.	Maintains eye contact throughout, rarely reads from notes, speaks with inflection, pronounces most words correctly, and is somewhat effective and engaging.	Maintains eye contact, reads from notes occasionally, speaks loud enough, pronounces some words correctly, and is somewhat effective and engaging.	Occasional eye contact, mostly reads from notes, speaks quietly and mispronounces.	No eye contact is made, reads from notes, a lot of mumbling and mispronunciation, and speaks quietly.
<b>Creativity</b>	Presentation is unique and innovative, with visual aids that are effectively used to support or demonstrate the content. The focus chosen is original and inspired.	Presentation's information is highlighted with visual aids that are used in an interesting way. The focus chosen is original.	Presentation is interesting, but unoriginal and there's a presence of visual aids that somewhat support the content. The focus chosen is somewhat interesting, but obvious.	Presentation is not unique or interesting, but uses of visual aids in a somewhat interesting way. Little or no interest is conveyed in the focus chosen.	There is no true focus which leads to poor or no creativity. There are no visual aids.

#### 24. Course Policies:

##### A- Attendance policies:

You are expected to attend class on time. Only the number of absences allowed by the university is accepted.

##### B- Absences from exams and handing in assignment on time:

Mid-term and finals can be made up with an official excuse. Quizzes can **never** be made up no matter how justified your absence was.

##### C- Honesty policy regarding cheating, plagiarism, misbehavior:

Plagiarism (Copy & Paste, Not Including Sources, Not Citing Sources Correctly, Incorrectly Paraphrasing)



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will not be tolerated. Any instance of plagiarism will result in 0 grade for that assignment.

### D. Participation

Participation is an essential part of course works. It does not merely mean coming to class; it involves preparing beforehand and participating in class discussions.

Participation and students' involvement are crucial to the success of the course. All students are expected to have read the assigned materials before coming to class in order to fully engage in the discussions. In addition to in-class discussions, students are encouraged to post their comments and questions on E-Learning (Moodle) which can be accessed at <http://elearning.ju.edu.jo/>.

E- Grading policy:

F- Available university services that support achievement in the course:

### 25. Required equipment:

( Facilities, Tools, Labs, Training....)

### 26. References:

Required book (s), assigned reading and audio-visuals:

Online and Multimedia:

- [elearning.ju.edu.jo](http://elearning.ju.edu.jo)

#### Textbook:

Castle, Gregory (2007) *The Blackwell Guide to Literary Theory*. Blackwell Publishing

Bressler, Charles E. *Literary Criticism: An Introduction to Theory and Practice*. New Jersey:Pearson,(2007)

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Lane, Richard. *Fifty Key Literary Theorists*. New York: Routledge(2006)

Barry, Peter, *Beginning Theory: An Introduction to Literary and Cultural Theory*  
(Manchester: Manchester University Press, 2002)

Recommended books, materials, and media:

Eagleton, Terry, *Literary Theory: An Introduction* (London: Blackwells, 1997)

Selden, Raman, *Practicing Theory and Reading Literature* (London: Longman, 1989)

Lynn, Steven. *Texts and Contexts*

Reader 2: Excerpts from

Newton, K. M. *Theory into Practice*

Tyson, Lois. *Using Critical Theory*

Bartens, Hans. *Literary Theory: The Basics*

### 27. Additional information:

Name of Course Coordinator: Zaydun Al-Shara Signature: ----- Date: - Oct.  
15, 2023

Head of curriculum committee/Department: ----- Signature: -----

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Head of Department: ----- Signature: -----

Head of curriculum committee/Faculty: ----- Signature: ----

Dean: ----- -Signature: -----