

## Course Syllabus

1	<b>Course title</b>	Twentieth Century Literary Criticism
2	<b>Course number</b>	2201713
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

Name: Office number: Phone number: Email:
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### 19 Other instructors:

Name: Office number: Phone number: Email:
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### 20 Course Description:







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		(1924) 1 The two uses of language (1924) The four kinds of meaning (1929)				
6	6.1	D. H. Lawrence The spirit of place (1924) Morality and the novel (1925) Why the novel matters (1936)	1-6	on-campus, class discussion	3,6,8,10	Assigned textbook
7	7.1	E. M. Forster [Flat and round characters and 'point of view'] (1921)	1-6	on-campus, class discussion	3,6,8,10	Assigned textbook
8	8.1	Midterm	1-6	on-campus,	3,8,10	Assigned material
9	9.1	William Empson [Ambiguity of the first type] (1930)	1-6	on-campus, class discussion	3,6,8,10	Assigned textbook
10	10.1	C. G. jung Psychology and literature (1930)	1-6	on-campus, class discussion	3,8,10	Assigned textbook
11	11.1	john Crowe Ransom Criticism Inc. (1931) George Orwell Politics and the English language (1946)	1-6	on-campus, class discussion	3,6,8,10	Assigned textbook

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12	12.1	W. H. Auden Writing (1963) Roland Barthes Criticism as language (1964)	1-6	on-campus, class discussion	3,6,8,10	Assigned textbook
13	13.1	Raymond Williams Realism and the contemporary novel	1-6	on-campus, class discussion	3,6,8,10	Assigned textbook
14	14.1	Term papers discussion	1-6	on-campus, class discussion	3,6,8,10	Students' term papers
15	15.1	Revision	1-6	on-campus, class discussion	3,6,8,10	Assigned 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. filed study 8. term papers, 9. student portfolio, 10. final exam

### 23 Evaluation Methods:

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

Evaluation Activity	Mark	Topic(s)	Course Learning outcome	Period (Week)	Platform
Midterm	30	As assigned by the teacher	1-6	1-8	On-campus
Term Paper	20	Students' choice	1-6	1-15	E-learning
Presentation	10	Students' choice	1-6	1-15	E-learning
Final Exam	40	As assigned by the teacher	1-6	1-15	On campus

### 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	Understanding of the topic is demonstrated and most of the questions from the audience are	The content shows some understanding and comprehension of the topic, but questions	The presentation has some information about the topic, but is mostly based on	The presentation doesn't show any knowledge of the topic, it's short and has basic or no foundation. No thesis is presented.

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	from the audience are correctly answered and explained. A thesis is presented.	answered correctly. A thesis is presented.	from the audience aren't answered correctly. A thesis is somewhat presented.	clichés and basic knowledge. No thesis is presented.	
<b>Organization</b>	It is presented in a logical, interesting sequence, and effective way that can be followed easily.	It is presented in a logical sequence which can be followed fairly easily.	The presentation is somewhat difficult to follow but the general idea and timeline is understood.	The presentation is difficult to follow because it jumps back and forth and it is difficult to understand.	The presentation has no sequence of information and is not understood.
<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.

#### Rubric for correcting writing tasks:

Quality	6	5	4	3	2	1
	Responses at					

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	<b>this level:</b>	<b>this level:</b>	<b>this level:</b>	<b>this level:</b>	<b>this level:</b>	<b>this level:</b>
Meaning: the extent to which the response exhibits sound understanding, interpretation, and analysis of the task and text(s)	reveal an in-depth analysis of the documents  -make insightful connections between information and ideas in the documents and the assigned task	-convey a thorough understanding of the documents  -make clear and explicit connections between information and ideas in the documents and the assigned task	convey a basic understanding of the text  -make implicit connections between information and ideas in the text and the assigned task	convey a basic understanding of the documents*  -make few or superficial connections and ideas in the documents and the assigned task	convey a vague or inaccurate understanding of the documents  -allude to the text but make unclear or unwarranted connections to the assigned task	provide no evidence of understanding  -make no connections between information in the text and the assigned task
Development: the extent to which ideas are elaborated using specific and relevant evidence from the text(s)	develop ideas clearly and fully, making effective use of a wide range of relevant and specific details from the documents	-develop ideas clearly and consistently. Using relevant and specific details from the documents	develop ideas inconsistently, using relevant details from the text	develop ideas simply, using some details from the documents	are largely undeveloped, hinting at ideas that are sketchy, vague, irrelevant, or repetitive	are minimal, with no evidence of development
Organization: the extent to which the response exhibits direction, shape, and coherence	-maintain a clear and appropriate focus  -exhibit a logical and coherent structure through effective use of appropriate devices and transitions	-maintain a clear and appropriate focus  -exhibit a logical sequence of ideas through the use of appropriate devices and transitions	maintain a clear and appropriate focus  -exhibit a rudimentary structure but may include some inconsistencies or irrelevancies	establish, but fail to maintain, an appropriate focus  -exhibit uneven organization	lack an appropriate focus, but suggest some organization	show no focus or organization
Language Use: the extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety	-are stylistically sophisticated, using original and precise language with a notable sense of voice and awareness of audience and purpose  -vary structure and length of	use language that is fluent and engaging, with some awareness of audience and purpose  -show consistent use of sentences that are varied in length and structure	-use appropriate language, with some awareness of audience and purpose  -occasionally vary length and structure of sentences	-rely on language from the documents and basic vocabulary  -rely on sentences that are unvaried in length and structure	use language that is imprecise or unsuitable for the audience or purpose  -rely on sentences that lack variety and may be constructed incorrectly	are minimal  -use language that is incoherent or inappropriate

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	sentences for effect					
Conventions: the extent to which the response exhibits conventional spelling, punctuation, para-graphing, capitali-zation, grammar, and usage	-demonstrate control of the conventions	-demonstrate control of the conventions, with very few minor errors that have no effect on comprehension	demonstrate partial control, exhibiting some sentence-level errors that do not hinder comprehension	demonstrate partial control, exhibiting errors that occasionally hinder comprehension	demonstrate a lack of control, exhibiting many errors that make comprehension difficult	are minimal  -may be illegible or not recognizable as English

### 24 Course Requirements

Students should have a computer, internet connection, webcam, and account on Microsoft Teams.

### 25 Course Policies:

- A- Attendance policies:
- B- Absences from exams and submitting assignments on time:
- C- Health and safety procedures:
- D- Honesty policy regarding cheating, plagiarism, misbehavior:
- E- Grading policy:
- F- Available university services that support achievement in the course:

### 26 References:

- A- Required book(s), assigned reading and audio-visuuls:
1. Lodge, D. (1959). *Twentieth Century Literary Criticism: A Reader* (1st ed.). Routledge.  
<https://doi.org/10.4324/9781315837130>

### 27 Additional information:

Name of Course Coordinator: ----- Date: -----

Head of Curriculum Committee/Department: ----- Signature: -----

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

Head of Curriculum Committee/Faculty: ----- Signature: -----

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