

## Course Syllabus

1	<b>Course title</b>	Middle English
2	<b>Course number</b>	2201727
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 only
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:

## Course Syllabus

Phone number:

Email:

Office Hours:

### 19 Other instructors:

Name:

Office number:

Phone number:

Email:

Office Hours :

### 20 Course Description:

This course gives an introduction to Middle English, a collective term for the language of texts dated c.1100-1500 AD. As there was no standard written language at the time, this period in the history of the English language is characterized by great regional, temporal and even individual variation, in spelling, lexicon and other linguistic features.

### 21 Course aims and outcomes:

#### A- Aims: Program learning out comes (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 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





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3	3.1	Braunmuller, A. R., and Michael Hattaway.	1.2	Face to Face	6	Relevant to References
	3.2	Hunter, John C. Renaissance Literature an Anthology of Poetry and Prose	3	Face to Face	2	Relevant to References
	3.3	Hunter, John C. Renaissance Literature an Anthology of Poetry and Prose	3	Face to Face	2	Relevant to References
4	4.1	Corpora: EEBO	3	Face to Face	2	Relevant to References
	4.2	Corpora: EEBO	3	Face to Face	2	Relevant to References
	4.3	Arab, Ronda, and Laurie Ellinghausen. <i>Intersectionalities of Class in Early Modern English Drama</i>	3	Face to Face	2	Relevant to References
5	5.1	Arab, Ronda, and Laurie Ellinghausen. <i>Intersectionalities of Class in Early Modern English Drama</i>	3	Face to Face	2	Relevant to References
	5.2	Arab, Ronda, and Laurie Ellinghausen. <i>Intersectionalities of Class in Early Modern English Drama</i>	3	Face to Face	2	Relevant to References
	5.3	Borlik, Todd		Face to Face	4	Relevant to References

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		Andrew. <i>Literature and Nature in the English Renaissance</i>	4			
6	6.1	Borlik, Todd Andrew. <i>Literature and Nature in the English Renaissance</i>	4	Face to Face	4	Relevant to References
	6.2	Borlik, Todd Andrew. <i>Literature and Nature in the English Renaissance</i>	4	Face to Face	4	Relevant to References
	6.3	Borlik, Todd Andrew. <i>Literature and Nature in the English Renaissance</i>	4	Face to Face	3	Relevant to References
7	7.1	Hattaway, Michael. <i>A New Companion to English Renaissance Literature and Culture.</i>	5	Face to Face	3	Relevant to References
	7.2	Hattaway, Michael. <i>A New Companion to English Renaissance Literature and Culture.</i>	5	Face to Face	10	Relevant to References
	7.3	Hattaway, Michael. <i>A New Companion to English Renaissance Literature and</i>		Face to Face	10	Relevant to References

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		<i>Culture.</i>	5			
8	8.1	Mallette, Karla. <i>European Modernity and the Arab Mediterranean toward a New Philology and a Counter-Orientalism</i>	5	Face to Face	10	Relevant to References
	8.2	Mallette, Karla. <i>European Modernity and the Arab Mediterranean toward a New Philology and a Counter-Orientalism</i>	5	Face to Face	10	Relevant to References
	8.3	Mallette, Karla. <i>European Modernity and the Arab Mediterranean toward a New Philology and a Counter-Orientalism</i>	5	Face to Face	10	Relevant to References
9	9.1	Salzman, Paul. <i>Early Modern Women's Writing</i>	6	Face to Face	10	Relevant to References
	9.2	Salzman, Paul. <i>Early Modern Women's Writing</i>	6	Face to Face	10	Relevant to References
	9.3	Salzman, Paul. <i>Early Modern Women's Writing</i>	6	Face to Face	10	Relevant to References
10	10.1	Salzman, Paul. <i>Early Modern Women's Writing</i>	6	Face to Face	10	Relevant to References
	10.2	Salzman, Paul.		Face to Face	10	Relevant to References

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		<i>Early Modern Women's Writing</i>	6			
	10.3	Salzman, Paul. <i>Early Modern Women's Writing</i>	6	Face to Face	10	Relevant to References
11	11.1	Singh, Jyotsna G. <i>A Companion to the Global Renaissance</i>	2	Face to Face	10	Relevant to References
	11.2	Singh, Jyotsna G. <i>A Companion to the Global Renaissance</i>	2	Face to Face	10	Relevant to References
	11.3	Singh, Jyotsna G. <i>A Companion to the Global Renaissance</i>	2	Face to Face	10	Relevant to References
12	12.1	Singh, Jyotsna G. <i>A Companion to the Global Renaissance</i>	2	Face to Face	10	Relevant to References
	12.2	Singh, Jyotsna G. <i>A Companion to the Global Renaissance</i>	2	Face to Face	10	Relevant to References
	12.3	Singh, Jyotsna G. <i>A Companion to the Global Renaissance</i>	2	Face to Face	10	Relevant to References
13	13.1	Vitkus, Daniel. <i>Islam and the English Renaissance</i>	3	Face to Face	3	Relevant to References
	13.2	Vitkus, Daniel. <i>Islam and the English Renaissance</i>	3	Face to Face	3	Relevant to References
	13.3	Vitkus, Daniel. <i>Islam and the English Renaissance</i>	3	Face to Face	3	Relevant to References



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		<i>Renaissance</i>				
14	14.1	Vitkus, Daniel. <i>Islam and the English Renaissance</i>	3	Face to Face	3	Relevant to References
	14.2	Vitkus, Daniel. <i>Islam and the English Renaissance</i>	3	Face to Face	3	Relevant to References
	14.3	Vitkus, Daniel. <i>Islam and the English Renaissance</i>	3	Face to Face	3	Relevant to References
15	15.1	Revision				
	15.2	Revision				
	15.3	Revision				

- **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

### 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
Presentation & Participation	10	Related topics	1-6	1-14	Microsoft Team+ E-Learning + On campus
Project	10	Related topics	1-6	1-14	On campus
Assignment	10	Related topics	1-6	1-14	On campus
Midterm Exam	30	Related topics	1-6	1-14	On campus
Final Exam	40	Academic essay/s	1-6	14	On campus

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		writing and academic paragraph writing			
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#### 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, 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	Presentation's information is highlighted with visual	Presentation is interesting, but unoriginal and there's a	Presentation is not unique or interesting, but uses of visual	There is no true focus which leads to poor or no creativity. There are no visual aids.

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	aids that are effectively used to support or demonstrate the content. The focus chosen is original and inspired.	aids that are used in an interesting way. The focus chosen is original.	presence of visual aids that somewhat support the content. The focus chosen is somewhat interesting, but obvious.	aids in a somewhat interesting way. Little or no interest is conveyed in the focus chosen.	
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### 24 Course Requirements

Students should read and be prepared to discuss texts and contexts of English literature produced between 1400s to 1600s. Students should regularly check due announcements and assignments on their accounts on a Microsoft Teams and UJ's E learning Moodle.

### 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-visuals:
1. *The Norton Anthology of English Literature*, ed. by Abrams, M. H. and Greenblatt Stephen, 10th, Vol. I (London and New York: W.W. Norton, 2018).
  2. Braunmuller, A. R., and Michael Hattaway. *The Cambridge Companion to English Renaissance Drama*. Cambridge University Press, 2004.
  3. Hunter, John C. *Renaissance Literature an Anthology of Poetry and Prose*. Wiley-Blackwell, 2010.

## Course Syllabus

### B- Recommended books, materials, and media:

1. “Corpora: EEBO.” *English*, [www.english-corpora.org/eebo/](http://www.english-corpora.org/eebo/). Accessed 29 Nov. 2023.
2. Arab, Ronda, and Laurie Ellinghausen. *Intersectionalities of Class in Early Modern English Drama*. Springer Nature Switzerland, 2023.
3. Borlik, Todd Andrew. *Literature and Nature in the English Renaissance: An Ecocritical Anthology*. Cambridge University Press, 2021.
4. Hattaway, Michael. *A New Companion to English Renaissance Literature and Culture*. Wiley-Blackwell, 2010.
5. Mallette, Karla. *European Modernity and the Arab Mediterranean toward a New Philology and a Counter-Orientalism*. University of Pennsylvania Press, 2010.
6. Salzman, Paul. *Early Modern Women’s Writing: An Anthology, 1560-1700*. Oxford University Press, 2008.
7. Singh, Jyotsna G. *A Companion to the Global Renaissance: English Literature and Culture in the Era of Expansion*. Wiley-Blackwell Pub., 2009.
8. Vitkus, Daniel. *Islam and the English Renaissance*. Routledge, 2005.

### 27 Additional information:

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

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

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

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

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

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