

Course Syllabus

1	Course title	American Literature in the 19th Century	
2	Course number	2201334	
3	Credit hours	3	
	Contact hours (theory, practical)	3	
4	Prerequisites/corequisites	American Literature until 1800 (2201234)	
5	Program title	English Language and Literature	
6	Program code	2201	
7	Awarding institution	University of Jordan	
8	School	Foreign Languages	
9	Department	English Language and Literature	
10	Course level	Third year	
11	Year of study and semester (s)	Spring 2024/2025	
12	Other department (s) involved in teaching the course	Xx	
13	Main teaching language	English	
14	Delivery method	<input checked="" type="checkbox"/> Face to face learning <input type="checkbox"/> Blended <input type="checkbox"/> Fully online	
15	Online platforms(s)	<input checked="" type="checkbox"/> Moodle <input type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....	
16	Issuing/Revision Date	February 22, 2025	

17 Course Coordinator:

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19 Course Description:

The nineteenth century in the United States has been dubbed the era of American Renaissance with the emergence of literary voices that defined the American intellectual identities. The monumental event of the Civil War gave further urgency and relevance to the literary works and philosophical thoughts during the century. This course examines selected texts by major authors of the nineteenth century with heightened awareness of contemporary political and social events. It explores the literary response to slavery, abolitionism, artistic originality, among other major events and concepts. Focusing primarily on Romanticism, Realism, Naturalism, as well as abolitionism, it attempts to define these- isms through a close reading of the works and authors that represent them.



20 Course aims and outcomes:

A- Aims:

1. Acquaint students with the significant literary movements that make up the 19th-century canon, and with how to read texts in the context of such movements.
2. Enable students to identify the major literary genres which either emerged in this era or continued to show influence, and to see how texts can be read within a generic context.
3. Familiarize students with the major authors and texts belonging to the significant movements.
4. Empower students with close reading, critical analysis, deconstruction, and synthesis.
5. Ensure that students express their ideas and views – both orally and in writing – carefully, precisely, and on the basis of evidence.
6. Require students to implement relevant, creative initiatives and projects, individually and/or collectively.

B- Course Learning Outcomes (CLOs):

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

PLOs CLOs of the course	PLO (1-2)	PLO (3-4)	PLO (5-6)	PLO (7-9)	
1. Identify the different genres that became popular in that period.	1, 2	3			
2. Define the main characteristics of the literary movements: Romanticism, Transcendentalism, Realism, etc.	1, 2	3		7, 8	
3. Discuss a variety of prevalent ideas, principles, concepts, and texts in the context of the century's significant literary movements.	1, 2	3	5	7, 8	
4. Relate the text to its historical or literary context	1, 2	3	5	7, 8	
5. Think critically and express analytically	2		5	8	
6. Produce coherent, thoughtful, and persuasive paragraphs & essays.	2	3	4	7, 8, 9	

21. Topic Outline and Schedule:

Wee	Lecture	Topic	Course Learning Outcome	Learning Methods (Face to Face/Blended/ Fully Online)	Platform	Synchronous / Asynchronous Lecturing	Evaluation Methods	Resources
1	1.1	Orientation & Introduction	1, 2, 3, 5	F/F	Humanities Complex 4, semester	Asynchronous/ Moodle Enrichment videos uploaded whenever relevant	Participation	--
	1.2	Beginnings to 1820	1, 2, 3, 5	F/F			Participation	Relevant Readings from References
2	2.1	Pre-Romanticism: Freneau: "The Wild Honey Suckle" ; "The Indian Burying Ground"	1, 2, 3, 4, 5	F/F			Participation	Relevant Readings from References
	2.2	Tecumseh "Speech to the Osages" Irving "Rip Van Winkle"	1, 2, 3, 4, 5	F/F			Participation	Relevant Readings from References

Week	Lecture	Topic	Course Learning Outcomes	Learning Methods (Face to Face/Blended/ Fully Online)	Platform	Synchronous / Asynchronous Lecturing	Evaluation Methods	Resources
3	3.1	American Literature 1820 – 1865 Romanticism	1, 2, 3, 5	F/F			Participation	--
	3.2	Bryant “Thanatopsis”; “The Prairies”; Memorial of the Cherokee Council Presentations	1, 2, 3, 4, 5	F/F		Moodle	Participation & Presentations	Relevant Readings from References + video
4	4.1	Emerson “Nature”; “Self-Reliance” Presentations	1, 2, 3, 4, 5	F/F			Participation & Presentations	Relevant Readings from References
	4.2	Thoreau <i>Walden</i> Presentations	1, 2, 3, 4, 5	F/F			Participation & Presentations	Relevant Readings from References
	5.1	Poe “The	1, 2, 3, 4, 5				Participation & Presentations	Relevant Reading

5		Raven”; Longfellow “A Psalm of Life” Presentatio ns					ions	s from Referen ces
	5.2	Fuller “The Great Lawsuit”; Douglas "What to the Slave" Presentatio ns	1, 2, 3, 4, 5	F/F			Participa tion & Presentat ions	Releva nt Reading s from Referen ces
6	6.1	Hawthorne “The Birth- Mark” Presentatio ns	1, 2, 3, 4, 5	F/F			Participa tion & Presentat ions	Releva nt Reading s from Referen ces
	6.2	Whitman “Song of Myself” Presentatio ns	1, 2, 3, 4, 5	F/F		Moodle	Participa tion & Presentat ions	Releva nt Reading s from Referen ces + video
7	7.1	Melville “Bartleby” Presentatio n	1, 2, 3, 4, 5	F/F			Participa tion & Presentat ions	Releva nt Reading s from Referen ces
	7.2	Dickinson 112, 202,	1, 2, 3, 4, 5	F/F			Participa tion &	Releva nt

		260, 339 Presentatio n					Presentat ions	Reading s from Referen ces
8	8.1	Lincoln “Address”; American Literature 1865-1914; Realism & Naturalism	1, 2, 3, 4, 5 1, 2, 3, 5	F/F			Participa tion	Relevan t Reading s from Referen ces
	8.2	Twain “Fenimore Cooper’s Literary”; Adams “The Education”	1, 2, 3, 4, 5	F/F			Participa tion	Releva nt Reading s from Referen ces
9	9.1	Midterm Exam	All, with emphasis on 6	F/F			Writing short answers and essays	
	9.2	Bierce “An Occurrence ”; Presentatio ns	1, 2, 3, 4, 5	F/F		Moodle	Participa tion & Presentat ions	Releva nt Reading s from Referen ces + video
10	10.1	Henry James “The Art of Fiction” Presentatio	1, 2, 3, 4, 5	F/F			Participa tion & Presentat ions	Releva nt Reading s from Referen

		ns						ces
	10.2	Charlot “He has Filled”; Washingt on “Up from Slavery” Presentatio ns	1, 2, 3, 4, 5	F/F			Participa tion & Presentat ions	Releva nt Reading s from Referen ces
Week	Lecture	Topic	Course Learning Outcome	Learning Methods (Face to Face/Blended/ Fully Online)	Platform	Synchronous / Asynchronous Lecturing	Evaluation Methods	Resources
	11.1	Chopin “The Story of an Hour” Presentatio ns	1, 2, 3, 4, 5	F/F			Participa tion & Presentat ions	Releva nt Reading s from Referen ces
11	11.2	Gilman “The Yellow Wallpaper” Presentatio ns	1, 2, 3, 4, 5	F/F			Participa tion & Presentat ions	Releva nt Reading s from Referen ces
12	12.1	Du Bois “The Souls” Presentatio ns	1, 2, 3, 4, 5	F/F			Participa tion & Presentat ions	Releva nt Reading s from Referen ces
	12.2	Norris “A Deal in	1, 2, 3, 4, 5	F/F		Moodle	Participa tion &	Releva nt

		Wheat” Presentations					Presentations	Readings from References + video
13	13.1	Howells “From Editors”	1, 2, 3, 4, 5	F/F			Participation	Relevant Readings from References
	13.2	Crane “The Open Boat”	1, 2, 3, 4, 5	F/F			Participation	Relevant Readings from References
14	14.1	Roosevelt “American Ideals”	1, 2, 3, 4, 5	F/F			Participation	Relevant Readings from References
	14.2	Carnegie “The Gospel”	1, 2, 3, 4, 5	F/F			Participation	Relevant Readings from References
15- 16	15.1	Chestnut, The Future American	1, 2, 3, 4, 5	F/F			Participation	Relevant Readings from References

	15.2	To be assigned + Wrap Up	All				Participation	
	Final Exam	All material with emphasis on material after Midterm	All with emphasis on 6	F/F			Writing short answers and essays	

22 Evaluation Methods, Weights & Rubrics:

A. Evaluation Methods & Weights:

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

Evaluation Activity	Mark	Topic(s)	CLOs	Period (Week)	Platform
Participation	5	All	All	All	Lecture Hall/ Moodle
Formal Presentation	5	To be assigned individually	3, 4, 5	Beginning week 3 – 12	Lecture Hall
Project (video)	10	To be assigned (individuals & groups)	1, 2, 6	Due weeks 10-12	Moodle
Midterm	30	Weeks 1- 9	All	Week 9	Lecture Hall
Final	50	All weeks	All	End of week 16	Lecture Hall

B. Evaluation Rubrics:

B/1 Participation (5 marks): The aim is to encourage students to be alert and active in class, and to enrich discussion and contribute to an interactive class.

Participate Always	Participate Most of the	Participate Sometimes	Minimal/N0 Participation	
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	Time			
4.25 -5	3.75 -4	3- 3.50	0 -2.75	

B/2 Formal Presentation in Class (5 marks): The aim is to encourage students to be confident speakers and presenters (up to 5 minutes), to think more deeply about an issue, and to exercise communication skills.

Excellent Ideas & Excellent Language and Communication Skills	Excellent Ideas & Very Good Language and Communication Skills or vice versa	Good Ideas & Good Communication Skills	Acceptable Ideas & Acceptable Communication Skills	Poor Ideas & Poor Communication Skills
4.5 – 5	4 – 4.25	3.25 – 3.75	2 – 3	0-1.75

B/3 Video Project (10 marks): To encourage students to work on their own and to produce a video of acceptable quality in which they express their ideas about a subject related to the course material and have the opportunity to demonstrate their intellectual rigor, creativity, and language and communication skills.

Language Correctness	Content	Communication Skills
4	4	2

B/4 Midterm Exam (30 Marks): It covers the material taken in the first part of the term. The aim is to measure how much students have understood the material, how much they have thought deeply about it, and how correctly and effectively they are able to express their ideas in writing.

Exam Components	Language Correctness	Precision of Ideas	Presentation and elaboration of the information/argument
3 Questions: <u>Question 1:</u> (10 marks) 5 Short answers/definitions on 5 items from the texts or context (2 marks for each) <u>Questions 2 & 3:</u> (10 marks for each) Two	One-third of the marks	One-third of the marks	One-third of the mark

short essays commenting on quotations from texts or general questions			
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B/5 Final Exam (50 Marks): It focuses on the material taken after the midterm, though students are encouraged to include references to the material included in the midterm. The aim is to measure how much students have understood the material, how much they link text to context, how much they have thought deeply about what they have studied, and how correctly and effectively they are able to express their ideas in writing.

Exam Components	Language Correctness	Precision of Ideas	Presentation and elaboration of the information/argument
<p>4 questions: <u>Question 1: (20 Marks)</u></p> <p>Short answers/definitions on 4 items from the texts or context (5 marks for each)</p> <p><u>Questions 2,3 and 4: (10 marks for each)</u> Three short essays commenting on quotations from texts or general questions</p>	One-third of the marks	One-third of the marks	One-third of the marks

23 Course Requirements

Students are expected to have a laptop, a tablet, or a relevant smartphone to access the readings and follow up on discussions of material in class and access enrichment material on Moodle.

24 Course Policies:



A- Attendance policies:

As per University regulations.

B- Absences from exams and submitting assignments on time:

Students should take exams on time and abide by assignment deadlines.

C- Health and safety procedures:

As per University regulations

D- Honesty policy regarding cheating, plagiarism, misbehavior:

As per University regulations

E- Grading policy:

Check the section on Evaluation Methods

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

Library, Online resources, enrichment videos

25 References:

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

The Norton Anthology of American Literature.

My video on “Romanticism in English & American Literature” on YouTube; and the 2 videos on Modernism & Realism.

B- Recommended books, materials, and media:

1. Ruland & Bradbury, *From Puritanism to Postmodernism: A History of American Literature*, New York: Penguin Books, 1991.
2. Abrams, M. H. & Geoffrey Galt Harpham. *A Glossary of Literary Terms*. Stamford, CT: Cengage Learning, 2015.
3. Further selected readings to be assigned as relevant.
4. Selected relevant videos.

26 Additional information:

1. Coming to class time on time is required.
2. Full attentiveness and participation in class are expected.
3. Reading assigned material prior to coming to class is a must.



4. Seriousness, diligence, and creativity are rewarded.
5. Solid, error-free English is expected.

Name of Course Coordinator: --- Prof. Ahmad Y. Majdoubeh-----Signature: -----	
Date: October 5, 2024 -----	
Head of Curriculum Committee/Department: -----	Signature: -----

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