

## Syllabus

1	<b>Course title</b>	Classical Literature
2	<b>Course number</b>	2201451
3	<b>Credit hours</b>	3
	<b>Contact hours (theory, practical)</b>	3
4	<b>Prerequisites/corequisites</b>	None
5	<b>Program title</b>	Bachelor's Degree in English Language and Literature
6	<b>Program code</b>	010
7	<b>Awarding institution</b>	The University of Jordan
8	<b>School</b>	Faculty of Foreign Languages
9	<b>Department</b>	English Language and Literature
10	<b>Level of course</b>	Fourth Year
11	<b>Year of study and semester (s)</b>	Fall 2020/2021
12	<b>Final Qualification</b>	BA
13	<b>Other department (s) involved in teaching the course</b>	None
14	<b>Language of Instruction</b>	English
15	<b>Teaching methodology</b>	<input checked="" type="checkbox"/> Blended <input type="checkbox"/> Online <input type="checkbox"/> Face to face
16	<b>Electronic platform(s)</b>	<input checked="" type="checkbox"/> Moodle <input checked="" type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....
17	<b>Date of production/revision</b>	February 2022

### 18 Course Coordinator:

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## 19 Other instructors:

Name:

Office number:-

Phone number:

Email:

Name:

Office number:

Phone number:

Email:

## 20 Course Description:

This course aims to familiarize the students with masterpieces of old literature that are considered among the foundations of Western thought. The focus is on the canon of the classical heritage in Greece and Rome.

## 21 Course aims and outcomes:

A- Aims: (PLOs)

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- 1- Analyze major literary works, genres, periods, and critical approaches to British, American, and World literature.
- 2- Develop English language skills by engaging students in a wide range of communicative tasks and activities in academic and non-academic contexts.
- 3- Analyze critically literary works based on essential facts, historical contexts, literary theories and principles, and critical approaches to British, American and World literature.
- 4- Describe and discuss characteristics of literature in English from diverse literary periods and cultures, applying correct terminology for literary genres.
- 5- Discuss general issues concerning the nature and function of natural human language and language acquisition including the domains of phonetics, phonology, morphology, syntax, semantics, discourse analysis and pragmatics.
- 6- Analyze the grammatical system of natural human languages, with special focus on English, based on the domains of Phonetics, Phonology, Morphology, Syntax, Semantics, Pragmatics and Discourse Analysis.
- 7- Show respect of cultural diversity, ethics, and professional behavior through interacting with and demonstrating appreciation of different literary works from a variety of cultures.
- 8- Utilize key concepts and theories in literary criticism to generate original analysis of texts.
- 9- Utilize scientific research methodologies, higher order thinking skills, critical thinking, and creativity in analyzing and observing issues related to the knowledge and skills of the English language and literature.
- 10- Use information and communication technology to access databases and international information to develop knowledge, skills, and to generate new knowledge in English literary and linguistic texts.

### B- Intended 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	Demonstrate a good comprehension of Greek and Roman literature from its beginnings in archaic Greece	X		X					X					X	X			X				X	



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		Mythology; Archaic Period				<i>A Concise History</i>
2	2.1	Hesiod, <i>Theogony</i>	4-5	Face to face	In-class tasks	Hesiod, <i>Theogony</i>
	2.2	Homer, <i>The Odyssey</i> Books 1-2	4-5	Face to face	In-class tasks	Homer, <i>The Odyssey</i>
	2.3	<i>Odyssey</i> Books 3-4	2-4-5	Face to face	In-class tasks	Homer, <i>The Odyssey</i>
3	3.1	Homer, <i>The Odyssey</i> Books 5-7	4-5	Face to face	In-class tasks	Homer, <i>The Odyssey</i>
	3.2	Homer, <i>The Odyssey</i> Books 8-10	4-5	Face to face	In-class tasks	Homer, <i>The Odyssey</i>
	3.3	Homer, <i>The Odyssey</i> Books 10-12	1-5	Face to face	In-class tasks	Homer, <i>The Odyssey</i>
4	4.1	Homer, <i>The Odyssey</i> Books 13-15	1-5	Face to face	In-class tasks	Homer, <i>The Odyssey</i>
	4.2	Homer, <i>The Odyssey</i> Books 15-16	1-5	Face to face	In-class tasks	Homer, <i>The Odyssey</i>
	4.3	Homer, <i>The Odyssey</i> Books 17-18	1-5	Face to face	In-class tasks	Homer, <i>The Odyssey</i>
5	5.1	Homer, <i>The Odyssey</i> Books 19-20	1-2-5	Face to face	In-class tasks	Homer, <i>The Odyssey</i>
	5.2	Homer, <i>The Odyssey</i> Books 21-22	1-2-4	Face to face	In-class tasks	Homer, <i>The Odyssey</i>

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	5.3	Homer, <i>The Odyssey</i> Books 23-24	4-5	Face to face	In-class tasks	Homer, <i>The Odyssey</i>
6	6.1	<i>The Odyssey</i> <b>Revision</b>	1-2	Face to face	In-class tasks	Homer, <i>The Odyssey</i>
	6.2	<i>The Odyssey</i> <b>Revision</b>	1-2	Face to face	In-class tasks	Homer, <i>The Odyssey</i>
	6.3	Midterm Exam		Face to face		
7	7.1	Classical Period	3	Face to face	In-class tasks	<i>Classical Literature: A Concise History</i>
	7.2	Plato	3	Face to face	In-class tasks	<i>The Republic</i>
	7.3	Plato	3	Face to face	In-class tasks	<i>The Republic</i>
8	8.1	Revision Plato	1-5	Face to face	In-class tasks	<i>The Republic</i>
	8.2	Aristotle	1-5	Face to face		<i>The Poetics</i>
	8.3	Horace		Face to face	In-class tasks	<i>Ars Poetica</i>
9	9.1	Aeschylus, <i>The Oresteian Trilogy: Agamemnon</i>	1-4	Face to face	In-class tasks	Aeschylus, <i>The Oresteian Trilogy: Agamemnon</i>
	9.2	Aeschylus, <i>The Oresteian</i>	1-4	Face to face	In-class tasks	Aeschylus, <i>The Oresteian Trilogy:</i>

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		<i>Trilogy: Agamemnon</i>				<i>Agamemnon</i>
	9.3	Aeschylus, <i>The Oresteian Trilogy: Agamemnon</i>	4	Face to face	In-class tasks	Aeschylus, <i>The Oresteian Trilogy: Agamemnon</i>
10	10.1	Sophocles, <i>Oedipus the King</i>	1-3-5	Face to face	In-class tasks	Sophocles, <i>Oedipus the King</i>
	10.2	Sophocles, <i>Oedipus the King</i>	1-3-5	Face to face	In-class tasks	Sophocles, <i>Oedipus the King</i>
	10.3	Sophocles, <i>Oedipus the King</i>	1-3-5	Face to face	In-class tasks	Sophocles, <i>Oedipus the King</i>
11	11.1	Euripides, <i>Medea</i>	2-5	Face to face	In-class tasks	Euripides, <i>Medea</i>
	11.2	Euripides, <i>Medea</i>	2-4-5	Face to face	In-class tasks	Euripides, <i>Medea</i>
	11.3	Euripides, <i>Medea</i>	1-2	Face to face	In-class tasks	Euripides, <i>Medea</i>
12	12.1	Introduction to Roman Civilization	1-4	Face to face	In-class tasks	Main textbook
	12.2	Introduction to Virgil, <i>The Aeneid</i>	4	Face to face	In-class tasks	Virgil, <i>The Aeneid</i>
	12.3	Introduction to Virgil, <i>The Aeneid</i>	4	Face to face	In-class tasks	Virgil, <i>The Aeneid</i>
13	13.1	Ovid, <i>Metamorphoses</i> (Selections)	11-2	Face to face	In-class tasks	Ovid, <i>Metamorphoses</i>

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	13.2	Ovid, <i>Metamorphoses</i> (Selections)	1-2	Face to face	In-class tasks	Ovid, <i>Metamorp hoses</i>
	13.3	Ovid, <i>Metamorphoses</i> (Selections)	1-2	Face to face	In-class tasks	Ovid, <i>Metamorp hoses</i>
14	14.1	Ovid, <i>Metamorphoses</i> (Selections)	1-2	Face to face	In-class tasks	Ovid, <i>Metamorp hoses</i>
	14.2	Ovid, <i>Metamorphoses</i> (Selections)	1-2	Face to face	In-class tasks	Ovid, <i>Metamorp hoses</i>
	14.3	Ovid, <i>Metamorphoses</i> (Selections)	4-5	Face to face	In-class tasks	Ovid, <i>Metamorp hoses</i>
15	15.1	Revision	1-5	Face to face	Discussion	All books
	15.2	Revision	1-5	Face to face	Discussion	All books
	15.3	Revision	1-5	Face to face	Discussion	All books

### 23 Evaluation Methods:

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

Evaluation Activity	Mark	Topic(s)	Intended Learning outcome	Period (Week)	Platform
Quizzes	10	As what will be assigned	1-5	1-15	On campus
presentation	10	All topics	1-4-5	9	On Campus
Midterm Exam	30	Weeks 1-6	1-5	8	On campus
Final Exam	50	Weeks 7-15	1-5	15	On campus



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## 24 Course Requirements

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

## 25 Course Policies:

### **A- Attendance policies:**

As per the University Regulations.

### **B- Absences from exams and submitting assignments on time:**

As per the University Regulations.

### **C- Health and safety procedures:**

Please attend all exercise and follow the safety instructions on the walls and the student's booklet.

### **D- Honesty policy regarding cheating, plagiarism, misbehavior:**

As per the University Regulations.

### **E- Grading policy:**

As explained above in 23.

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

Please ask me or your academic advisor for any help or support.

## 26 References:

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

- Keilen, Sean, and Nicholas Rand Moschovakis. *The Routledge Research Companion to Shakespeare and Classical Literature*. Routledge, Taylor & Francis Group, 2021.
- Rutherford, R. B. *Classical Literature: A Concise History*. Blackwell, 2008.

B- Recommended books, materials and media:

- Browne, R. W. *A History of Roman Classical Literature*. Nova Science Publishers, 2019.
- Biggs, Thomas. *The Epic Journey in Greek and Roman Literature*. Cambridge University Press, 2019.

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### 27 Additional information:

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### 28. Rubrics

#### Rubric for Oral Presentation

Category	Weight	Unacceptable	Satisfactory	Good	Score
Identify & Explain Errors	30%	The topic and research questions presented by the student are not explained clearly.	There is some explanation provided by the student of the topic and research questions presented, but it is not enough.	Topic and research questions are identified and fully explained in great detail by the student. Appropriate vocabulary is used in explanations.	
Correct Work/Solution	30%	No work is shown by the student that correctly provides a solution to the problem identified.	The work presented to solve this problem is insufficient.	Work presented fully explains the correct procedure to provide a solution for the problem. Appropriate vocabulary is used in explanations.	
Problem Solving Strategy	30%	Strategy, tools and procedures to deal with the topic and research questions are not provided.	Strategy, tools and procedures to deal with the research questions are not detailed enough.	Strategy and tools to deal with the research questions are fully explained. Appropriate vocabulary is used in explanations.	

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Neatness and presentation skills	10%	The presentation is sloppy or unorganized. There is visible evidence that the student has not practiced his/her presentation skills, e.g. eye contact, clear language, engagement with the audience, pronunciation, etc.	The presentation is somewhat organized. It is somewhat notable that the student has not practiced his/her presentation skills, e.g. eye contact, clear language, engagement with the audience, pronunciation, etc.	The presentation is very easy to follow, is very organized, and is neat. It is very clear that the student has practiced his/her presentation skills, e.g. eye contact, clear language, engagement with the audience, pronunciation, etc.
Instructor's Comments:				

**Assignment Score** \_\_\_\_\_

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

Date: -----

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

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

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

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