



Course Syllabus

1	Course title	American Literature since 1900	
2	Course number	2201436	
3	Credit hours	3	
	Contact hours (theory, practical)	3	
4	Prerequisites/corequisites	American Literature until 1800	
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	Fourth 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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Name:

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Name:

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19 Course Description:

This course focuses on the major poets, novelists, and dramatists of the period through a study and a survey of representative works. It will also lay emphasis on the main literary concepts, movements and schools characteristic of the period.

20 Course aims and outcomes:

A- Aims:

1. Acquaint students with the significant literary movements that make up the period from 1900 to the present, 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: Realism, Naturalism, Modernism, Postmodernism, 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	Lecture Hall 4 HC* all semester	Asynchronous/ Moodle Enrichment videos uploaded whenever relevant	Participation	--
	1.2	American Lit. 1865 - 1914 "Introduction"; American Lit. 1914-1945 "Introduction" Video on Romanticism	1, 2, 3, 5	F/F			Participation	Relevant Readings from References
2	2.1	Masters' poems: "Trainor"; "Margaret Fuller"; "Abel Melveny"	1, 2, 3, 4, 5	F/F			Participation	Relevant Readings from References
	2.2	Robinson	1, 2, 3, 4, 5	F/F			Participation	Relevant

		“Richard Cory” ; “Miniver Cheevy”					tion	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
3	3.1	Lowell “The Captured Goddess” “September 1918”	1, 2, 3, 5	F/F			Participa tion	Releva nt Reading s from Referen ces
	3.2	Cather “The Sculptor’s Funeral” Frost “Stopping by Woods” Presentatio ns	1, 2, 3, 4, 5	F/F	Moodle	Asynchron ous	Participa tion & Presentat ions	Releva nt Reading s from Referen ces + video
4	4.1	Frost “Mending Wall” ; “Birches” Presentatio ns	1, 2, 3, 4, 5	F/F			Participa tion & Presentat ions	Releva nt Reading s from Referen ces
	4.2	Sandburg “Chicago” & “Fog” Presentatio	1, 2, 3, 4, 5	F/F			Participa tion & Presentat ions	Releva nt Reading s from Referen

		ns						ces
5	5.1	Stevens “Anecdote of the Jar” “Thirteen Ways” Presentatio ns	1, 2, 3, 4, 5				Participa tion & Presentat ions	Releva nt Reading s from Referen ces
	5.2	Williams “Spring & All”; “The Red Wheelbarro w”; “This is Just” Pound “In a Station” Presentatio ns	1, 2, 3, 4, 5	F/F			Participa tion & Presentat ions	Releva nt Reading s from Referen ces
6	6.1	Pound “A Pact” Doolittle “Helen” Presentatio ns	1, 2, 3, 4, 5	F/F			Participa tion & Presentat ions	Releva nt Reading s from Referen ces
	6.2	Eliot “The Love Song” ; “Gerontion ” Presentatio ns	1, 2, 3, 4, 5	F/F	Moodle	Asynchron ous	Participa tion & Presentat ions	Releva nt Reading s from Referen ces + video
7	7.1	McKay	1, 2, 3, 4, 5	F/F			Participa	Releva

		“Harlem Shadows”; “If We Must Die” Presentation					tion & Presentat ions	nt Reading s from Referen ces
	7. 2	Cummings “” in Just-” ; “anyone lived” Presentation	1, 2, 3, 4, 5	F/F			Participa tion & Presentat ions	Releva nt Reading s from Referen ces
8	8.1	Faulkner “Barn Burning” ;	1, 2, 3, 4, 5 1, 2, 3, 5	F/F			Participa tion	Releva nt Reading s from Referen ces
	8.2	Hughes “Theme for English”;	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	Cullen “Incident”; American Literature Since 1945” Presentatio	1, 2, 3, 4, 5	F/F	Moodle	Asynchron ous	Participa tion & Presentat ions	Releva nt Reading s from Referen ces + video

		ns						
10	10.1	Warren “Mortal Limit”; Roethke “Cuttings”; “Root Cellar” Presentatio ns	1, 2, 3, 4, 5	F/F			Participa tion & Presentat ions	Releva nt Reading s from Referen ces
	10.2	Bishop “The Fish” ; Jarrell “90 North” 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	11.1	Ellison <i>Invisible Man</i> Presentatio ns	1, 2, 3, 4, 5	F/F			Participa tion & Presentat ions	Releva nt Reading s from Referen ces
	11.2	Brooks “We Real Cool” ; Presentatio ns	1, 2, 3, 4, 5	F/F			Participa tion & Presentat ions	Releva nt Reading s from Referen ces
		Wilbur “A World without						

		Objects” Presentations						
12	12.1	Vonnegut <i>Slaughterhouse-Five</i> Presentations	1, 2, 3, 4, 5	F/F			Participation & Presentations	Relevant Reading s from Referen ces
	12.2	Ammons “A Poem Is a Walk” presentations	1, 2, 3, 4, 5	F/F	Moodle	Asynchronous	Participation & Presentat ion	Relevant Reading s from Referen ces + video
13	13.1	Ginsberg “A Supermark et in California”	1, 2, 3, 4, 5	F/F			Participation	Relevant Reading s from Referen ces
	13.2	O’Hara “Why I am not a Painter”	1, 2, 3, 4, 5	F/F			Participation	Relevant Reading s from Referen ces
14	14.1	“Daddy”; Baraka “An Agony”	1, 2, 3, 4, 5	F/F			Participation	Relevant Reading s from Referen ces

	14.2	Lorde “Coal”; Harper “American History”	1, 2, 3, 4, 5	F/F			Participa tion	Releva nt Reading s from Referen ces
15 + 16	15.1	Walker “Everyday Use”	1, 2, 3, 4, 5	F/F			Participa tion	Releva nt Reading s from Referen ces
	15.2	To be assigned + Wrap Up	All				Participa tion	
	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:

A. 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	1, 2, 6	Due weeks 10- 12	Moodle

		(individuals & groups)			
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 Time	Participate Sometimes	Minimal/N0 Participation	
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 short essays commenting on quotations from texts or general questions	One-third of the marks	One-third of the marks	One-third of the mark

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
4 questions: <u>Question 1:</u> (20 Marks) Short answers/definitions on 4 items from the texts or context (5 marks for each) <u>Questions 2,3 and 4:</u> (10 marks for each)	One-third of the marks	One-third of the marks	One-third of the marks



Three short essays commenting on quotations from texts or general questions			
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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 3 videos on Romanticism, Modernism, and Realism on Youtube.



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.

- HC: Humanities Complex

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: -----